c.a.u.t.
BULLETIN
de l'a.c.p.u.

SUMMER 1970 ÉTÉ

Annual Reports — Rapports annuels

C.A.U.T. Constitution and By-Laws — Statuts et règlements de l'A.C.P.U.

C.A.U.T. Guidelines on Professional Ethics — Directives de l'A.C.P.U. en matière de déontologie

A.F. & T. and the C.A.U.T. — The First 20 years

Financial Accessibility to Higher Education in Canada during the 1960's

VOLUME 18 TOME NUMBER 4 NUMÉRO

THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS
ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

c.a.u.t. BULLETIN de l'a.c.p.u.

Summer 1970 *Été*

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EDITORIAL

It was announced at the last Council Meeting. There were regrets expressed accompanied by grateful applause. But it does take time to sink in and you only realize it when it finally happens. Ed Monahan, your Bulletin *Editor, has left.*

It has been four years now — October 1966 to be exact — since it was decided to edit the Bulletin *from the Central Office under the direction of a member of the professional staff. That was when Ed took on the job. He was following in the footsteps of Fred Howes, Stan Mealing, Betty Bandeen and Robert Torrens. From the original mimeographed pages which first appeared in January 1953 the* Bulletin *has progressed to the more attractive 100-page journal of 1970.*

In his first editorial Ed summarized how he conceived the Bulletin *and what it stood for. After stating the "house organ" role he went on to indicate that the* Bulletin *"is more than this. It is also a journal of opinion on matters of interest to the Canadian university community. Though he is responsible to the Council and reports regularly to it, the editor is not committed to the presentation of a "party line" and welcomes submission of manuscripts on subjects of interest to the academic community." I can think of no better way to present my own philosophy on the* Bulletin *than by reiterating this position.*

The Bulletin *must become more newsy. Plans are being made to set up an editorial board. Articles on contemporary problems in the Canadian academic community must be solicited and pages must be devoted to a survey of the university scene. The book review section must be developed and should include book notes. Members must continuously be reminded of what is going on and the* Bulletin *must become a medium for communication. All this will mean extra time — and extra costs. This has obliged us to raise the subscription rate from $5. to $8. per year, effective next October. We will be developing the commercial ads and increasing the rates. Our policy on the publication of academic vacancies will be reviewed. We are planning to spruce up the medium because the message must get across.*

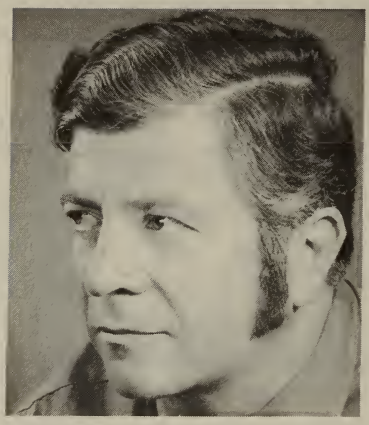
* * *

En plus du départ du directeur de notre Bulletin, *il faut signaler la fin du mandat de notre chargé de recherches : M^lle^ Mireille Lapointe. Il serait faux de limiter les responsabilités de Mireille à ses travaux de*

recherches pour l'A.C.P.U. Ce serait bien assez. Mais en plus de ses fonctions officielles, elle a assuré au secrétariat la présence de l'élément français. Ce qui a exigé la tâche additionnelle de surveiller les publications, les notes de service, les dépliants, les traductions d'énoncés de principes, les communiqués de presse. L'A.C.P.U. s'est fixée comme objectif de mieux servir la communauté universitaire francophone et la direction du Bulletin *s'engage à maintenir et à développer cet aspect de nos publications.*

Merci à nos deux membres du secrétariat pour tous les services rendus. Que nos meilleurs vœux les accompagnent partout !

PRÉSIDENT DE L'A.C.P.U.
1970-1971
C.A.U.T. PRESIDENT



Gordin Kaplan, the President of C.A.U.T., is a full professor of Biology in the Faculty of Science and Engineering at the University of Ottawa. He formerly taught Physiology in the Faculty of Medicine at Dalhousie University. Professor Kaplan was actively involved in association work at the local level at Dalhousie where he was vice-president and president from 1959-1961 and at the University of Ottawa where he held similar posts from 1967-1969. He was a member of the O.C.U.F.A. Council and was elected vice-president of C.A.U.T. in 1969.

Aux activités dans l'association professionnelle, il faut ajouter les recherches que le professeur Kaplan poursuit dans le domaine de la biologie moléculaire. Ces études l'ont amené à faire des stages de recherche à Cambridge, au National Institute of Medical Research, à l'Institut Pasteur et au Laboratoire de génétique moléculaire, C.N.R.S. (France). Pendant l'année 1968 il enseigna en tant que professeur invité de biologie à l'Université de Montréal.

Professor Kaplan has also been engaged in the Canadian Campaign for Nuclear Disarmament. He has written and lectured widely about the biological effects of nuclear bomb testing, the dangers of atomic and biological warfare and the war in Vietnam.

SENIOR ASSOCIATE EXECUTIVE SECRETARY

PREMIER SECRÉTAIRE GÉNÉRAL ADJOINT

Monsieur Donald C. Savage, qui était professeur agrégé d'histoire et également directeur du Centre of African Studies de Loyola College, assume ses nouvelles fonctions depuis le 1er août 1970. En plus de tâches générales, le nouveau secrétaire général adjoint sera affecté plus particulièrement aux problèmes de liberté universitaire et assurera un lien plus étroit entre le secrétariat et le comité de la liberté universitaire et de la permanence de l'emploi.

Professor Donald C. Savage, formerly Associate Professor of History and Director of the Centre of African Studies at Loyola College, assumed office on 1 August 1970. Besides his general duties, the new Associate Executive Secretary will deal mainly with matters of academic freedom and will be responsible for liaison between the Central Office and the A. F. & T. Committee.

JAMES DUFF

(1898-1970)

The name of Sir James Duff is written into the history of higher education in Canada through his work as Chairman of the Commission on University Government in Canada that inevitably came to be called the Duff/Berdahl Commission. The report and recommendations of the commissioners, published in 1966, had an immediate and permanent impact. It has been said often that the personal impact of the commissioners as they travelled across Canada and talked with faculty members, students, administrators, and public officials about the governance of universities was even more important. Certainly they stimulated widespread discussion and prodded universities into effecting many needed reforms; which is not to ignore the fact that not all universities have even yet discovered either the wisdom or the liberalism that inspired them. The C.A.U.T., as the body that initiated the study, must remember with gratitude their work; its members — and they were many — who had personal contacts with Sir James will not forget either the sometimes discomfiting penetration of his questions or the wit and geniality of his responses.

He was a man of rich experience and great learning, and a generosity of outlook that is unhappily rare, even in universities. He had warmth, humour, and an imaginative concern for culture and its institutions that continually sought concrete and significant expression. He had little use for self-appointed élites of no matter what stripe; and he did not conceive of institutions as being either better or more important than individuals.

I think of three occurences that for me illustrate his quality. Soon after he became Vice-Chancellor of the University of Durham, he was touring that part of the University which had once been a baronial castle and he came on a room half-filled with rubble and used as a shelter for bicycles. He examined it thoroughly; then he called in an architect; then he raised some money and set it to work. Those who go to Durham may enjoy the result: a small Norman chapel of stone, retrieved from destruction and as simple and beautiful as the chapter-house of Wells Cathedral.

Sir James was, not surprisingly, taken aback by the attacks made on the Duff/Berdahl Report because its authors had not dealt with a range of problems that had not existed when they were appointed or been

enunciated when they made their visits. At the fall 1967 Toronto conference on the Report, he listened patiently to the sometimes ill-considered criticisms that student representatives made; but he declined to be drawn into argument, saying that, perhaps because of his age, he felt that he did not sufficiently understand his critics. It seemed the retreat of an old man. It was not: he was refusing to commit himself on a subject that he had not sufficiently considered. It was many months later that he wrote, in a letter in which he discussed the role of students in university government, "I have a certain feeling that what is sauce for the faculty goose is sauce for the student gander," and revealed that his thinking on the subject had gone well beyond that of many faculty members.

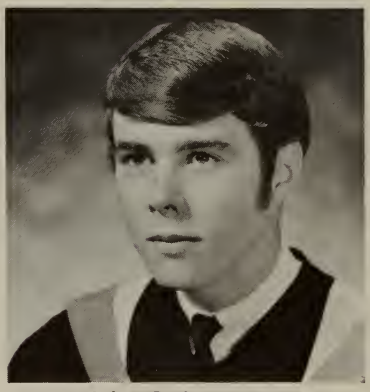
Finally, I recall a comment that he made just after he and Robert Berdahl had concluded their arduous round of campus visits, for it revealed how he had kept his humour and his perspective, his awareness that no amount of reorganizing society and its institutions can make them better than the people who constitute them. His comment took the form of a reference to Hilaire Belloc's verses about the little boy who took to eating bits of string continually, with the result that he became seriously ill, and his parents sent for a distinguished team of doctors. The experts examined the patient and departed,

> "They answered, as they took their fees,
> "There is no cure for this disease."

Sir James was not making the comment of despair, as the Duff/Berdahl Report makes clear. It was the comment of a civilized man with a strong sense of history and of humour.

J. Percy Smith

J. H. STEWART REID MEMORIAL FELLOWSHIP 1970-1971



John C. Lancaster

The Awards Committee for the J. H. Stewart Reid Memorial Fellowship has awarded the 1970-1971 Fellowship to Mr. John C. Lancaster, an Honours student in English Literature at York University. Mr. Lancaster plans to proceed to a graduate program in Canadian Literature.

The second recipient of the Fellowship was selected from two hundred applications many of them very worthy. The Stewart Reid Memorial Fellowship was instituted in 1964 to honour the memory of the C.A.U.T.'s first Executive Secretary.

COUNCIL MEETING
MAY 1970 MAI
RÉUNION DU CONSEIL

THE MAY COUNCIL MEETING

A Brief Report

The meeting of the C.A.U.T. Council was held, along with the annual meeting, at the Park Plaza Hotel, Toronto, on May 22-23, 1970. Forty-five member associations were represented with two absent. Among the guests, committee members and workshop resource people were Mr. W. P. Fidler of the American Association of University Professors, Mr. M. Wisenthal of the Dominion Bureau of Statistics, Dr. D. Healy of A.U.C.C.

1970-1971 Executive

The following members were elected to the Executive Committee of the Canadian Association for 1970-1971:

President:	Professor Gordin Kaplan (Ottawa)
Past-President:	Professor Willard Allen (Alberta)
Vice-President:	Me Robert Bertrand (Montréal)
Treasurer:	Professor A. P. Monahan (Saint Mary's)
Members:	Professors Charles Bourne (U.B.C.) *
	David Braybrooke (Dalhousie)
	Jacques Brazeau (Montréal) *
	Robert Y. Huang (Waterloo) *
	Leo J. Kristjanson (Saskatoon)
	Israel Unger (New Brunswick)

New Member Associations

The C.A.U.T. Council welcomed two new faculty associations — The University of Prince Edward Island Faculty Association — The Faculty Association of the University of St. Thomas (N.B.).

Constitution and By-laws

The results of the May 1969 workshop and this year's discussions were finally presented to Council for ratification and a new Constitution was adopted. The By-laws were adopted with a few amendments. Both documents are published in this issue.

Committee Reports: A. F. & T. Committee

Professor J. B. Dunlop, chairman of the Academic Freedom and Tenure Committee, gave his annual report. At the request of Council

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* According to the new constitution these members are elected for a two-year period.

he agreed to circulate his text and it is printed on page 25 of this issue. The Council unanimously expressed its confidence in Professor Dunlop and other members of the A. F. & T. Committee.

A new amendment was introduced into the C.A.U.T. *Policy Statement on Academic Appointments and Tenure* concerning probationary appointments. (See further, page 66.)

Council also accepted the *C.A.U.T. Procedures Relating To Censure.* This document is a descriptive statement written in response to queries for clarification on the steps that lead to censure. It is also published in this issue on page 63.

The Daniel Case

The important issue in this case is the dismissal without due process of a tenured member of faculty. The motion of the A.F. & T. Committee, which was supported by the Mount Allison Faculty Associations was ratified by Council. It reads as follows:

> Whereas the appointment of Mrs. Catherine Daniel, a tenured faculty member at Mount Allison University, has been terminated without proof of adequate cause before an arbitration committee in accordance with the standards of the C.A.U.T. *Policy Statement on Academic Appointments and Tenure;*
>
> And whereas the President and the Board of Regents of Mount Allison have consistently refused to agree to an arbitration committee "the findings and opinion (of which) should be final and binding on the member and the university, subject to any provisions of applicable provincial legislation," despite the attempts over the last year of the Mount Allison Faculty Association and the Committee on Academic Freedom and Tenure of C.A.U.T. to safeguard tenure through the application of the Policy Statement, in particular, Articles C.1, C.6, and C.8(a);
>
> BE IT RESOLVED that the Committee on Academic Freedom and Tenure of the C.A.U.T. condemns this action of the President and Board of Regents of Mount Allison University, authorizes the circulation of the report of the Committee of Enquiry to the C.A.U.T. Council, and recommends to the Executive and Finance Committee that it ask the C.A.U.T. Council at its spring meeting to endorse this resolution of condemnation, that it demand a binding arbitration in the case of Mrs. Catherine Daniel, and that it review the case again at its meeting in November 1970.

The Loyola College Case

A progress report of the evolution of the Loyola Case since the last meeting of the Council was submitted by the Executive Secretary. Because there had been evidence of some progress the motion to censure Loyola College continues to be tabled.

The following resolution however indicated the Council's concern about the slowness of the progress:

> That this Council deplores the lack of evidence of substantial progress in structural reform at Loyola College and the failure to achieve complete settlement of the Santhanam case. We stress the dangers inherent in slow progress toward the resolution of most urgent problems.

Tentative Guidelines on Professional Ethics

A revised draft of guidelines on professional ethics incorporating the substance of the committee's report was presented to Council by the Executive. This new document should be considered as a tentative statement. It is printed on page 68 of this issue.

Committee on C.A.U.T. Relations

After consideration of the interim report of this committee, members of the Council adopted the following motion:

> That the C.A.U.T. Relations Committee will undertake to present to Council after consultation with the provincial associations concerned, a formal recommendation with respect to the matter of rebates to the provincial associations. Until an acceptable alternative solution has been found the present rebate system will continue.

The Executive went on record as encouraging the adoption of an opt-out formula for all levels of membership.

Operating Costs Study

Following the report on the present state of the Joint Study on University Operating Costs, the Council adopted the following resolution:

> a) that the report of the committee be accepted but that only the text and not the data be made public; and b) that the research group be authorized to abstract from the report material for a paper or papers in appropriate learned journals.

Faculty Retirement Systems

A short progress report was given on the activities of the Joint Committee on Faculty Retirement Systems and the present state of the feasibility study on pensions. The Council then endorsed the following motion of the Executive:

> That the E.&F. Committee recommend to Council that C.A.U.T. request formally that its members of the Continuing Committee on Faculty Retirement Systems give an account of the status of the Pensions Study and the committee's plans for the near future; and that the E.&F. communicate to the committee as a whole its un-

willingness to make any further contributions to the support of this study until it has some account of current disbursements and future plans of the committee.

New Committees

The Council struck four new committees:

1. The *Committee on Professional Orientation* which will look into the training of people entering the profession;
2. *Faculty Workload Committee* which will survey existing practices in Canadian colleges and universities;
3. The *Committee on University Manpower Studies* which will investigate the nature and scope of manpower studies that will best serve Canadian academic planning;
4. *Curriculum, Research and Education Committee* to represent the views of the academic community when public policies affecting higher education are being formulated.

Treasurer's Report

The Treasurer presented the annual review of revenues and expenditures. The content of this report is printed on page 33 of this issue.

Bulletin Editor's Report

This was the last report of Professor E. J. Monahan, the editor of the *Bulletin*. Among the many recommendations is the proposal that the publication of vacancies be discontinued. He invited comments from member associations.

I.A.U.P.L.

Discussion on the advisability of C.A.U.T. remaining affiliated to the International Association of University Professors and Lecturers led to the following resolution:

That the Executive Committee be instructed to set up a committee of three on the International Relations of C.A.U.T. under the chairmanship of Professor Lloyd of McGill.

J. H. Stewart Reid Memorial Fellowship

Professor Torrens, trustee of the fellowship, presented an audited report which was approved by Council.

Group Insurance

This question is being investigated by the Executive and information on group insurance will be circulated to member associations.

W. M. D.

ON BEING A CANADIAN: A PERSONAL VIEW *

Willard Allen

This past year has been a demanding one for me. Demanding of time and energy of course, but even more demanding of thought, of quick answers to complicated or even unanswerable problems. One of the most difficult for me has been the issue of Canadianisation. How can I reconcile my own national consciousness with my awareness of the global nature of knowledge, my belief in the brotherhood of man with my conviction that loyalties at the family, community and national levels are not only inevitable, but necessary? What follows is a personal exploration of this problem with my conclusions — or perhaps, more honestly, the premises from which I started.

Let me begin with my own background.

I am a Canadian. I was born and have lived my life in Canada, first in Ontario where I was raised and educated, and now for more than twenty years in Alberta. My forebears for a number of generations lived in Nova Scotia and New Brunswick. Before that many of them lived in the United States.

I state these things as neutral facts. I am also a university professor, a husband, a son and a father, an automobile driver and a canoeist. I'm a chemist, a taxpayer, and at various times in various ways a pacifist, a militant, a defender and an aggressor.

None of these facts about me are necessarily bad or necessarily good. Any of them may be for me a source of pride or of sorrow. They are what I and the world make of them.

What then do I make of being a Canadian? Without apology, I live in an egocentric world; each of us does; each of us must. We can only view the world by looking out from within ourselves. I am me, and I must know and understand myself, I must like and respect myself. I must know who I am.

But I am, and I must be, more than just me, an isolated individual. From infancy I reach out to join with, to identify with other men, to become part of a group, a society: my family, my neighbourhood, my

*Report of the President, delivered at the annual meeting of the Canadian Association of University Teachers, May 22, 1970.

school, my team, my city, my country. The circle widens, blends with other circles to form a complex overlapping, interwoven pattern. But as it widens, it does not leave emptiness behind it. This reaching out is not a rejection of self, a substitution of other interests for my own. It is an expansion of myself. I am concerned for others because they have become part of me. In working for others I serve my own felt needs. I have identified with others.

Let no one treat this question of identification lightly, for it is an intensely emotional matter. It involves not just my physical self, but my possessions, my actions, my symbols. Deride not my clothes, my accent, my name; laugh not at my car, my house, my family; scorn not my occupation, my beliefs, my friends; invade not my territory. Love me, love my dog. For I am a man, intellectual yes, but first emotional, *homo sapiens* by label, yet more truly *homo sentiens* by nature.

This nature, I hold, is not mine alone, but yours and yours, and his and hers and theirs; ours, for better and for worse. It is this nature from which springs nationalism, that emotional identification with a group of people, a piece of real estate, a page of history and a pattern of cultures.

Nationalism may be strong or weak, it may fade, even seem to disappear, but it never dies; however dormant, it is latent in us all. How should we treat it? Ignore it? Pretend it does not exist or will not recur? Such naivety is not for grown men. Shall we then abolish it, excise it from our system? How? Prohibit it by some eighteenth amendment to the genetic code? An unlikely prospect.

No. Our only intelligent response is to recognize it for what it is, to take advantage of its good points, and disarm or deflect its bad, just as, at the personal level, we accommodate pride and ambition, love and hate.

Let's get down to the specific case of Canada and Canadian Nationalism. I shall begin with some negative thinking.

I reject that narrow nationalism which assumes that events *outside* my country are unimportant and irrelevant. Not only is this insupportable in principle, it is impossible technically in a world of interdependent economies and interlocking communications.

I reject that self-deprecating *internationalism* which assumes that

events *inside* my country are unimportant and inconsequential, which says Canadian studies are irrelevant, or even improper.

I reject imperialism, be it American, British, French or Canadian. I do not mean just military or economic imperialism, but what I would call cultural imperialism, and its observe, cultural colonialism. This assumes that the centre of the world is some New Rome - Washington or New York, London or Paris, or for that matter Berkeley or Columbia, or even Toronto; which assumes that the only important ideas, events movements or styles of any worth must come from or relate to that imperial centre.

I grew up in an Ontario school system which was a peculiar mixture of colonialism and nationalism. We were colonial minded with respect to Britain, but narrowly nationalistic with respect to the United States. We studied Canadian history, and reams of British history, but no American history. We left the Thirteen Colonies with the United Empire Loyalists, and studiously ignored the republic to the south, except for a brief interlude when Laura Secord and General Brock repelled invaders in 1812. French history was limited to the wars with Britain, and the exploration and settlement of New France (we learned about the French Revolution in "A Tale of Two Cities" and about the Franco-Prussian war only in "La Dernière Classe"). Spanish history began with Columbus and ended with Drake and Hawkins. We didn't meet the Russian Revolution because history ended about 1900.

When I think back on it, we had a fantastically high Canadian content, with what was left — I can scarcely call it the balance ! — British. How were we prepared to understand Canada's past when we knew so little of the United States, the major influence on Canada's founding and development ? How could we in the 1930's understand Canada's then present or its impending future when we knew so little of Germany, France, Russia, China or Japan ? We had Canadian teachers, some of them excellent, Canadian texts, and Canadian content. But it was an inadequate program. Who would want to return to it ?

If I reject imperialism and colonialism, and certain forms of nationalism and internationalism, what do I want ? and how does this relate to the Canadian university ?

I want each man to know who he is — to know himself, his physical, biological and social environment. I want him to understand the world

which he shares, and to accept responsibility for the way in which he shares it. I want him to know not just what he is, and how he came to be that way, but also what he may become. He must know of past human experience, and of present human experiment. And he must be free to choose, to adopt new ideas from any source, or to reject them. He must be free to do so as an individual in some matters, as a member of a group in others.

As Canadians we have certain customs, habits, structures and institutions in common (admittedly we share them with varying degrees of enthusiasm). If these are to continue, or if they are to evolve rationally, we must understand them, know ourselves and our country intimately, more so than we do distant lands and peoples. Thus we can justify Canadian studies in our schools and universities, and a Canadian emphasis in our news media and public and private discussions. But we must also study other societies; some because of their influence on our own development; others because of our present or future interactions with them; all because in seeking to improve ourselves we must benefit by the experiences and ideas of others.

For practical reasons — transplants are often rejected — and in principle, I object to the imposition of alien ideas or customs without regard to our own existing structures. I want to *assimilate* cultural and political ideas, to build them into our own unique system. I don't care if the ideas are American or Chinese or Czechoslovakian, provided we select them ourselves. I object to the imperialist assumption that, say, the British school system is automatically superior, and that therefore we should blindly copy it; or that the American racial strife or Cambodian adventure are, or should be, of more concern to us than our own Canadian problems of economic disparity or language rights. And I object even more strongly to the colonial mentality of some Canadians who accept such assumptions.

At the other extreme I cannot accept the paranoid fear which suggests that we build an intellectual Maginot line to defend against an American cultural and intellectual invasion. Are we afraid that our customs and ideas cannot stand comparison ? That our graduates and our professionals are second raters who need protection from competition ? Must we put on tantrums to convince ourselves of our individuality ? No !

In many disciplines knowledge knows no political boundaries. The

sciences, pure and applied, have a minimum of national flavour, although there may be a local emphasis to match climate or resources or industry. In other areas there may be universal theories or models, but a large cultural bias in the systems or examples studied, as in sociology or economics. In yet others, such as literature, history and perhaps political science there is a very large cultural or national orientation.

Thus there is no cultural problem of Canadian content or Canadian texts in mathematics or mechanical engineering or neurosurgery. In the social sciences and some of the professional schools there must be a balance in content as between theory and models of general validity on the one hand and case studies and examples which obviously are drawn from particular cultures or economies on the other. I find a certain innocence in the suggestion that, say, sociology courses in juvenile delinquency or the family must be "Canadian." Imagine, if you can (at times I can) the psychology department giving special courses in abnormal Canadian psychology. There is a certain innocence, but also a certain viciousness in creating a furor over a history department which has *only* 15% of its courses in Canadian history. How much Canadian history is there, and how much non-Canadian ?

When it comes to Canadian professors, we have two problems; what effect does a "Canadian" background have upon a man's professorial contribution ? and what special responsibility do we have to provide employment for Canadians as opposed to non-Canadians ?

On the first, the C.A.U.T. has in this past year taken the stand, that in areas where "Canadian" aspects are important, the proper question is not birth or citizenship, but rather familiarity with and concern for the Canadian community. The second is, in part, a general question of immigration policy rather than just a university question, and any immediate or local benefits of a protected market are to be contrasted with the accompanying stultifying effects on the university. In the long term I am convinced that a healthy university community requires not only a free flow of ideas, but a free flow of scholars across national boundaries.

I accept that we have in Canada some weak universities, weak departments and weak professors. We also have some strong ones. Our concern must be to strengthen the weak, and to maintain the strong. This will not be achieved by attacking individuals or groups because of their citizenship or country of birth or education. We must judge

men and institutions by their actions and their ideas, not their labels.

I am a Canadian, yes, and I want to see Canada peopled with great men. To this end our schools and universities must seek to give Canadians knowledge and understanding and competence, on the basis of which we will have the self-respect, the self-assurance, the pride in ourselves and our society to be *ourselves*, looking honestly at ourselves, comparing ourselves with and competing openly with others; pleased with ourselves, yet never complacent with what we are; not attacking or belittling others, seeking always to become, not imitation Americans or Frenchmen or Britons, but simply the best possible Canadians.

ANNUAL REPORT OF THE EXECUTIVE SECRETARY *

1969-70 has been a difficult — that is, a typical — year for C.A.U.T., one in which not very many problems have been brought to rest, and in which many new ones have sprung to life. The Association has brought into being the long awaited and much debated Guidelines on on Professional Ethics; it has gone through a major revision of its Constitution and the creation for the first time of a body of formal By-laws; it has tackled the manifold issues of C.A.U.T. relations with provincial and local associations in terms of a possible rationalization of roles and responsibilities, and of finances; it has made representations on Government Aid to University Research, on the White Paper on Taxation, on Canadianization and the University.

It has created a new committee on Economic Benefits — sprung from the ashes of the old Salary Committee — which launched its career quite brilliantly at the November Council meeting. It has begun a study of staff-student relations in Canada, with particular emphasis on the role of students in faculty personnel matters, and has launched a number of other studies as well: University manpower needs in the near future; the problems of professional orientation; the feasibility of national guidelines on faculty workloads. We have begun major studies of membership eligibility at member associations, and of the status of tenure at Canadian universities.

During the year members of the professional staff and individual members of the Executive visited some 35 campuses. Since the last Annual Meeting, I have been out of Ottawa for local visits, committee meetings and Council for a total of 82 days. If one pretends that there is a 5-day week (though in fact much of my travel involves week-ends, that makes a total of some 16 weeks on the road.)

Where C.A.U.T. has been active in co-sponsoring studies or projects with other organizations, the record is not very heartening. The Report of the Rowat-Hurtubise Commission on University-Government Relations is a whole year overdue, but at least now is at the printers and scheduled for publication in about 6 weeks. The Feasibility Study for a Portable Pension Scheme is little further forward than it was at the time of the

* Report of the Executive Secretary, delivered at the annual meeting of the Canadian Association of University Teachers, May 22, 1970.

November Council Meeting; the Joint Study on University Operating Costs has gone forward, but not necessarily in a direction that C.A.U.T. will find constructive or valuable. A third study which C.A.U.T. agreed last year to co-sponsor, primarily with Canada Council and the A.U.C.C., on the present status of Canadian Studies in our universities, has scarcely got off the ground. Clearly, there is a good deal of work already cut out for us next year.

On the other hand, the status of our membership is very heartening indeed. At the end of last year, the total membership stood at 12,500. At this time the membership is approximately 13,750, which we estimate represents about 75% of eligible full-time faculty members in Canada.

The commitments of C.A.U.T. in the areas of academic freedom and tenure have grown tremendously over the last two or three years. This last year the work of the A.F. & T. Committee, and therefore of the Central Office, has been at its heaviest, ranging from relatively major problems at Simon Fraser (again !), at Loyola College, at Mount Allison, and with the University of Quebec looming on the near-horizon as a threatening volcano — to literally dozens of individual grievances. These grievances have come from all parts of the country, with little respect for regional disparities and not always with sufficient respect for our favourite stereotypes: the largest number of grievances received this year came from Ontario; the fewest from the Atlantic and Maritime provinces.

Nor is it the case that we seek these grievances out. I have paid very few visits to member associations during the last year where it was not assumed that part of my visit should be given to consultation and advice on local grievances, sometimes with the appellants, or with association executives and grievance committees, and sometimes with university administrators. An interesting feature of the year, incidentally, has been the frequency with which university administrators have approached the Central Office for advice on such matters. How these patterns will be affected by the decision this year of A.U.C.C. to publish its own guidelines on academic appointments and tenure remains to be seen. But even now I cannot resist saying that in my view the A.U.C.C. guidelines are unsatisfactory in many ways, in that they fail to provide sufficient safeguards in some areas and therefore simply do not solve the problems to which they are addressed.

In any case, the work of C.A.U.T. in the related areas of terms and conditions of employment and of academic freedom is immensely time-

consuming, and expensive, and sometimes controversial. It has always been that. We have been told occasionally that too much of our time is given to the defense of what are called "doubtful" cases — a relative term, surely, since in my 20 years of post-graduate university life I have yet to discover a "pure" case outside of cinema or cinematic fiction. We are no doubt victims of our own success both in solving a handsome percentage of our cases satisfactorily and in doing so without publicity. I am not aware that we have ever sought for controversy where we could avoid it; I should not like to think, on the other hand, that we might sacrifice important issues of academic welfare **only** for the sake of avoiding controversy.

There **is** validity in the concern that — in proportion to our resources — so much time is given to A.F. & T. work. I am not sure that this is owing to some perversity in C.A.U.T.: we neither generate grievances nor solicit for their handling — it has been a long time since any of us have had time to chase ambulances. I attended the annual meetings of the A.A.U.P. in April. Our colleagues to the south have now the equivalent of 5½ full-time professional staff members dealing with grievance, and they see nothing ahead but an increase in work-load. I do not wish to imply any pattern of imitation on our part. On the contrary, I think that in Canada we must give more of our time to preventive and therapeutic measures, and less to surgery. That is, I think that we must turn our attention more and more to the creation at individual universities of those terms and conditions of employment and of tenure that will match the spirit of the C.A.U.T. *Policy Statement;* and that hopefully as a result we will have to spend less on the scores of individual grievances which arise as a consequence of unsatisfactory local arrangements and procedures.

In the evolution of the C.A.U.T. over the last 20 years much has changed in university financing, in the nature of salary negotiations, in university government, in the conditions of the profession. I am convinced that the time has come, again, to pause and to take stock of the work of our Association — of our proposed priorities and commitments for the next period ahead. To that end I have proposed that a small delegation come together in July for a 3 or 4 day conference on this subject. A group of about 20 will address itself to some very serious discussion on such matters as these:

1) Role of C.A.U.T. in providing policies, guidelines, or position papers on "academic" matters, such as:
   — University admissions and accessibility;

— Teaching methods and personnel (problems of mammoth classes, use of T.A.'s as cheap labour force, computer-assisted instruction, etc.);
— The examination system;
— Teaching effectiveness;
— Curricular reform in the changing university.

2) Role of C.A.U.T. in issues of academic freedoms and civil rights of students.
3) Role of C.A.U.T. in universities where faculty is joined with a union and/or collective bargaining agreements.
4) Role of C.A.U.T. as lobby with federal government, especially in manpower and employment issues.
5) Role of C.A.U.T. in matters of academic appointments and tenure with some attention to problems of jurisdiction, of relations to member associations and grievance committees, and of initiatives in effecting better local regulations and procedures.

Out of that conference, I hope, will come some clear guideposts for the time that lies ahead.

It is my hope that the Association will develop greater efficiency and strength in those areas where it is presently committed, but that it will be imaginative and strenuous in breaking new ground as well. We are all aware these days of a good deal of criticism that university professors have become too prosperous and too blatantly committed to policies of narrow self-interest. I do not believe that this criticism has sufficient validity now, though I can imagine circumstances under which such a view might have. The best possible antidote to that possibility, and that criticism, is that we accept the new challenges thrown up by the changing university scene as generously as we have responded in the past. That response will have to come and I think it will come — from every level of our activity: in local faculty associations, and in the provincial associations which though still very young are already making impressive contributions to our corporate life, in the Central Office, and in the C.A.U.T. Council.

The Central Office has been generously served, in the best spirit of the traditions of C.A.U.T., by two members for whom this Annual Meeting is their last. I refer of course to Dr. E. J. Monahan, our senior Associate Executive Secretary, and to Mlle Mireille Lapointe, our Research Officer. Ed Monahan's contributions to C.A.U.T. need no rehearsal at this late date: we all know that they are very important elements in the continuing good health of the Association. I should like to say, more personally, that Ed has contributed immensely to my own

continued optimism about the possibilities of C.A.U.T., and about the possibility of serving it, at the storm's center, without sacrificing sanity, warmth, and humour.

To Mlle Lapointe's great intelligence and conscientiousness in serving C.A.U.T., her published work in the *Bulletin* pays the best tribute. Her contributions are even more awesome, I believe, because they were made in the face of the most benighted ignorance on my own part about statistics and the ingenuities of her methodology.

Our work has been aided very substantially by the addition last year of another Associate Executive Secretary. Wilfrid Dubé after a shockingly brief initiation period has taken over much of the work of editing the *Bulletin* and Newsletters, of providing valuable liaison with our francophone colleagues, of visiting member associations and sharing in committee responsibilities.

This Annual Meeting marks the 20th anniversary of C.A.U.T. There are behind us two decades of a history marked by the impressive contributions of many men and women, some of whom are here tonight, some of whom — to our loss — are not. It marks also the end of my first year as Executive Secretary. I can't claim that I have survived it — despite Wordsworth — with any sense that heaven lies about me in my infancy. But I **do** have a feeling of trailing clouds of glory — which is the work that has gone before, and the example of those who have given so much to this voluntary organization created to advance the welfare of the teaching profession and to improve the conditions under which higher education in Canada might flourish. In particular, I want to invoke two names, the names of the two men who so strongly influenced my coming to C.A.U.T.: Jim Milner and Percy Smith.

My first real involvement with the C.A.U.T. (other than as a Council delegate) began when I was asked to go with Jim Milner and Percy Smith to investigate the parlous state of things at Simon Fraser University in January 1967. The track that led from a privileged view of Burnaby Mountain to the hot-seat in Ottawa is not important, except to say that the lights that marked the way were the lights cast by Jim and Percy, both in the quality of their deeds and the examples of their lives. I hope that light will be with us for a very long time.

Alwyn Berland

ACADEMIC FREEDOM AND TENURE COMMITTEE CHAIRMAN'S REPORT *

In most of the commercial world growth in the volume of business is a mark of progress. On the Stock Exchange it is ambiguous. In academic freedom and tenure activity I think it should probably be interpreted uniquely as a mark of at least mild regression.

Judged by this criterion, the past year has been one of moderate decline from the firm's point of view. Meetings were up from the four to five. In addition to the usual October, January, March and May meetings there was an extra meeting in November. Cases were up fractionally to 65 although only about 40 of these made the agenda of the meetings, the rest having been disposed of by consultation and correspondence. Of those cases that made the agenda, several involved groups of people; Simon Fraser and Loyola for example. A number also took Committee attention at more than one meeting. One figured prominently in every one of our meetings. Two cases involved the dismissal of tenured professors. In one of these the University agreed to accept procedures compatible with our guidelines. The other is on your agenda today. The Simon Fraser case involved eight dismissals and again the University agreed to procedures that are satisfactory to us.

There were close to 20 non-renewal cases on our agenda and various cases involving denial of tenure and refusal of promotion. Three applications for assistance from the Academic Freedom Defence Fund were considered and two were recommended. Four campuses were visited in attempts to resolve disputes. Committees of inquiry conducted investigations at Loyola and Mount Allison. Only two cases have involved intentional publicity. It is better to work privately although it can have its disadvantages.

We also had on the agenda a number of general policy discussions; guidelines for probationary appointments, a statement on resort to the courts, procedure in relation to censure. A new young member was added to the Committee; Jennifer Ashworth of Waterloo. We lose two valued members to retirement after three year terms; Ben Hijmans of Manitoba is taking up a teaching appointment in Florida and Fred

* This is the text of the Report submitted by Professor J. B. Dunlop, Chairman of the Academic Freedom and Tenure Committee, to the May, 1970 meeting of the C.A.U.T. Council. At the specific request of Council, the decision was taken to circulate this report to all members of C.A.U.T. and to publish it in the Bulletin. (Ed.)

Terentiuk of Calgary is going on sabbatical leave. We would also have lost David Hart of Memorial but he has agreed to accept a one-year extension to prevent what could otherwise be deemed an excessive turnover in personnel.

After my year as Chairman, how do I think things stand?

It is with regret that I must tell you that the morale of the Committee on Academic Freedom and Tenure is not high. It goes beyond the fact that the C.A.U.T. has indicated its lack of confidence in the Committee by its rejection of the Committee's unanimous recommendation in the Santhanam case. The Committee feels, as I do very strongly, that its effectiveness has been seriously impaired. The committee now feels diffident about its ability to attain its stated objectives as set out in the *Guidelines on Academic Appointments and Tenure*. Specifically, it doubts its credibility to act aggressively when it feels aggressiveness is justified because it cannot count on support from the Association it represents. And because the chair often represents the Committee in its dealings with the various constituencies within the University community, I feel sufficiently insecure and embarrassed to be unable to continue.

It is not as though we acted aggressively all that often. Contrary to opinion in some quarters, we do not envisage ourselves as a sort of guerrilla band at war with an oppressive establishment. We believe in reason and, as much as possible, try to keep our voices from rising to a shout. But if you say to us that quiet words of reason are sufficient to deal with the problems that arise nowadays, then we must answer that while this is substantially true it is not entirely true. And but for the ability we have already shown to flex our muscles, it would be even less true. The Committee is therefore dismayed by what it reads as a reluctance to flex muscles that is based either on a misunderstanding of the importance of muscle, or on a philosophic disagreement with the use of force; because the motion that was passed on April 4th showed that council agreed there was a case against Loyola; and although the A.F. & T. Committee has since given serious consideration to the matter it cannot see that what it asked of the Loyola administration and what it asked Council to insist upon was unreasonable. Let me be bold enough to say that I suspect a combination of the two — misunderstanding and philosophic disagreement — and let me have the temerity to impose on your time to tell you why this worries me.

First, under the rubric of misunderstanding let me make several points. The focus of C.A.U.T. concern with academic freedom and

tenure is on procedures. We do not go into the substance of decisions as to appointments, promotion, tenure and dismissal. We look to see what procedures were used to arrive at those decisions. This is not mere technical legalism. It is fundamental that sound decisions are most likely to emerge where they are made by sound people using sound procedures. We are not competent to put our seal of approval on the people who make the decisions and, even if we were, the notion would be intolerable. That is clearly a matter for intitutional autonomy. But we can judge the procedures by which those people make decisions and, where those procedures are sound, there is a reasonable inference that the people making the decisions, and the decisions, themselves, are sound as well. In such circumstances we do not deem ourselves competent to second guess those decisions. Where, on the other hand, the procedures are inadequate we must at least doubt whether the decisions are justified. But again, it is beyond our competence to determine the appropriate decisions, and in any event it is surely much less offensive to the principle of local autonomy to have this organization insisting on *how* decisions should be arrived at rather than *what* those decisions should be.

So we neither accept nor urge reversal of the decisions. We ask that they be reconsidered and that adequate procedures be employed. This does not invariably mean arbitration. We are not arbitration-crazy. Sometimes though, the effect of the initial decision in setting attitudes has been such that arbitration becomes the only way we can see of obtaining an objective reconsideration. This is what we deemed to be the situation at Loyola. In such cases we urge its adoption. We then usually stand accused of ignoring the evidence one way or the other — a member of the Board of the Association of Universities and Colleges of Canada has recently lambasted us for concerning ourselves only with procedures in the case of the dismissal of a tenured teacher ignoring the clear evidence of her incompetence which he can judge all the way from Winnipeg. On other occasions our members lambaste us for not insisting on their reinstatement, promotion or award of tenure and for leaving it up the local authorities to decide. I cannot say too strongly: it is all we can possibly do. I can also tell you the cross-fire in this job can be wicked.

The argument for fair procedures has not yet been won. The fact is that almost all of the justified grievances we process arise out of inadequate procedures. Let there be no misundertanding about that.

Point number two. It is true that democracy is taking hold of the decision-making processes of universities, but it is nowhere fully estab-

lished, nor guaranteed, and in some institutions it is difficult to detect any signs of it at all. This statement will come to you as no startling revelation. In his last annual report, as Executive Secretary, Percy Smith said with reference to the *Duff-Berdahl Report:*

> Because some steps were taken at some universities to implement some of its recommendations, and because attention has been diverted to the claims of students to the right to participate in decision-making, there is a curious assumption abroad that the reforms proposed by Duff and Berdahl have been achieved — or even superseded — and that we are now, as it has been put to me several times recently, in the post Duff-Berdahl era.

He went on,

> there is no doubt that we have made a good deal of progress, and teachers at a few universities may have reason to be satisfied, but not at many. There is no doubt that faculty members are being used on an unprecedented scale for all sorts of routine administrative work; but that is not what Duff and Berdahl were talking about when they studied the decision-making processes of universities, and we are fools if we do not make the distinction. Faculty Associations and the C.A.U.T. must not at this point relax the pressure for better university government. [1]

And in a speech to the Ontario Council of University Faculty Associations last October 24th, our present Executive Secretary said that:

> I have been looking for this dreamy university which has become altogether democratized and post Duff-Berdahlized; my lantern may be feeble, but I have not yet found it. In recent weeks I have been looking at some of the guidelines of individual Canadian universities which include regulations governing conditions of employment, contract renewal, the granting of tenure and so forth and many of them do not yet convince me that we have arrived at the new Jerusalem. The pearly gates (I am shifting my geography somewhat) are still there, carefully guarded; and mainly the same people hold the keys, even if a few angelic figures wearing caps and gowns stand just behind as members of the committee at local arrangements. [2]

No one says, or at least I do not, that these holders of the keys are, as a class, any less wise, benign, honourable, or tolerant than, for example, our own constituency. But having admitted that, let us not get euphoric about it. Our *Policy Statement say* "whenever authority is established in an organization, temptation to arbitrariness and petty tyranny arises. Universities are not different from other organization in this

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[1] The text of this report was published in the *C.A.U.T. Bulletin,* Vol. 18, No. 1, October 1969, p. 16.

[2] A. Berland, "On the Present State of Academic Freedom", in the *C.A.U.T. Bulletin,* Vol. 18, No. 2, Winter 1970, p. 6-7.

respect." This remains true even among the new enlightened breed of administrators so many people tell me predominate today. We cannot be diverted from our concern about procedures because we believe, rightly or wrongly, that today's autocrats are not as autocratic as those of yesteryear.

Point number three. The arrival of democracy will not alter the situation as much as some might hope. Let me ask if you think that an elected president at the University of New Brunswick would have been less irritated by the behaviour of Norman Strax ?

What do you think would have been the outcome of the Strax case if he had been judged by a popularity poll among his peers and the students on the U.N.B. campus shortly after the events that triggered his suspension ? The answers are clear to me. The president would have been equally irritated. The teaching staff and the student body, with the exception of the radical element, would have been thoroughly disapproving. Strax would have been suspended and if the C.A.U.T. had not acted on his behalf, would have been without recourse. This is only human nature. Major academic freedom and tenure cases have a tendency to polarize the university community. Where it is the behaviour of the individual that is offensive the majority tends to line up behind the administration. Where it is the administration that has acted offensively the tendency is to line up behind the individual. Sometimes, as at Loyola, the split is pretty even but it is nonetheless intense. Let me hasten to say that after the initial outrage over Strax's behaviour had subsided the members of the University of New Brunswick teaching staff saw clearly that difficult individuals are as entitled to fair treatment as pleasant ones. It is not innocent people alone who are entitled to fair trials. But I think this case points out one of the great values that the C.A.U.T. and especially the A.F. & T. Committee can serve. Because we are on the outside and because we are not involved in the events that generate the heat, we can provide support for the individual that may initially be lacking on a local level. The real point that I am making, however, is that even in a democracy the best form of insurance against error of fact, error of judgment, or improper motives is, and will continue to be, procedures similar to those that are put forward in our Policy Statement. If universities are not different from other organizations when it comes to arbitrariness and petty tyranny, neither are democracies different from autocracies in this respect. Only in Utopia can we abandon procedures and the institutions which embody them. And

I am inclined to agree with the astrologers that the Age of Aquarius is still several hundred years away.

Now the philosophic aspect: if we must continue to pursue the adoption of adequate procedures to what lengths must we go to achieve them ? During the past year the long awaited response of the A.U.C.C. to our request for comments on our Policy Statement came in the form of an A.U.C.C. document which dealt with University governance in general, and included recommended appointment and tenure procedures. Representatives of the C.A.U.T., of whom I was one, met for two days with representatives of the A.U.C.C. to discuss their document and on a great many issues the A.U.C.C. was persuaded by our arguments. On the specific matter of appointments and tenure, however, we remain sharply divided on several fundamental issues, including the nature of probationary appointments and the necessity for binding arbitration as opposed to advisory hearing committees in dismissal cases. I think it would be only realistic to assess the effect these discussions had on the ultimate resolution of the argument over procedures as minimal.

Our real opportunities for effecting improvement arise in connection with individual grievances that are brought to us by our members. Our dealings with them are often like cases in court. They not only resolve particular disputes but establish general principles. I have already spoken of the numbers dealt with in the past year. Some of these were cases where the aggrieved individual had no valid claim and we so informed him. Some were cases where our intervention was justified; and was successful, in my judgment, simply because we made persuasive arguments to receptive administrators. But there were also a few cases where our intervention was justified and was successful, I have no doubt, only because the administrators involved did not wish to get into a row with the C.A.U.T. I do not mean by that that they were afraid to get into a quiet argument with representatives of the C.A.U.T. They may have been willing to argue interminably so long as no action was forced on them. I mean that they did not want an open row with the C.A.U.T. and they quite clearly changed their courses of action as a consequence. Two of our cases have yet to result in success. One of them you have already dealt with. The other one is before you at this meeting.

Let me tell you the interpretation that I think can, and will be, put on the resolution of the Santhanam case — because, whatever else is in store for Loyola, the Santhanam case is over.

To begin with, I think it will be interpreted by some of the more autocratic administrations as a sign not of our reasonableness but of our weakness. While there may be those who continue to listen to our words of reason there will be those who will no longer avoid open conflict because they will no longer fear it. In short, I think our impact will indeed be diminished. But perhaps even more dangerous will be an interpretation that at least some untenured junior academics will put on it. And let us not forget that they constitute a majority of university teaching staff today and the source of our new membership. I have heard some of them say that you get a lot more action if you involve students in your problems than if you involve the C.A.U.T. I continue to believe that it is a mistake for teachers to use students to fight their battles. But I also believe that this Association's action in the Santhanam case will be used as ammunition on the other side of this argument. I have also heard these people say that the C.A.U.T. is concerned only with tenured academics. This is, of course, inaccurate. The grievances we process are almost invariably those of untenured personnel. Indeed, we stand accused by the A.U.C.C. and others of attempting to remove the distinction between tenured and untenured academics. Nevertheless it has been noted that Dr. Santhanam was an untenured teacher, and that the result of his case is that he has no job, although the C.A.U.T. agrees that the procedures used for determining his fitness for his job were inadequate.

I have heard a number of reasons why we should avoid the use of censure as a weapon even in cases where there is a legitimate grievance that goes unredressed. It is said that it is our only weapon and that if used too often it will lose its effectiveness. I agree that it is our ultimate weapon, but I argue that if it is not used where it is justified it will cease to be effective. If I were an autocratic president, and if it were advertised to me that the C.A.U.T. was reluctant to use censure, and further, if I knew that the C.A.U.T. had recently resorted to this weapon, I think you can guess how much concern I would have over the prospect of being censured. While the President of Loyola once said that he would regard censure as a badge of honour, the Vice-President (Academic), in a television interview, laughed at the suggestion that the C.A.U.T. would censure Loyola. I think it would have been better in the long run to have honoured the President than proved the Academic Vice-president clairvoyant.

The second argument I have heard in a variety of guises, but my

analysis of it is this. Because university teachers are acquiring more power our focus should shift from the narrower interests of teachers to the broader interests of the university at large. But if our interests as university teachers are legitimate then our promotion of them will be in the interest of the university at large. And have no doubt about this. No matter how important this Association's other activities may be, the fundamental interest of the majority of university teachers — especially now when they cannot simply laugh at adversity and move on to a better job — is academic freedom and tenure. If we refrain from vigorously pressing this interest because we have come to believe that we are the university, or because our administrators, whether democratically chosen or otherwise, were once of us and may be of us again, then we will have died as an organization because we will have become redundant. We must, on the national level and as local faculty associations, maintain our distinct identity apart from university government or else other organizations will grow up to take our place.

Do not misunderstand me. Members of our organization will and must accept positions of responsibility in university government. But it must never by as representatives of the national or local association, else how can an individual faculty member appeal with confidence when the body he must appeal to has had a part in making the decision by which he was aggrieved ? As long as there are grievances there will be need for an organization that is independent of the "establishment" to support the individual in his grievance. And as long as there are university teachers and university administrations there will be grievances, no matter from what source the administrators may come or by whom they are chosen.

I thank you,

J. Bruce Dunlop

C.A.U.T. MEMBERSHIP FEES, 1970-1971

	1969-1970 Median Salary	C.A.U.T. Fees 1970-1971
Professor	$19 870 @ 1.60 per 1 000	$32.00
Associate Professor	$15 012 @ 1.60 per 1 000	$24.00
Assistant Professor	$11 837 @ 1.60 per 1 000	$19.00
Other Ranks	$ 9 441* @ 1.60 per 1 000	$15.00

* This figure is for the next lower rank than Assistant Professor.

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C.A.U.T. BUDGET ESTIMATES

	1969-1970 (original estimate)	1969-1970 (revised April 15, '70)	1970-1971
INCOME:			
Membership Fees	$274 000	$279 500	$325 000
Interest Income	5 000	5 000	5 000
	$279 000	$284 500	$330 000
EXPENSES:			
Salaries (includes outside and part-time services)	$100 000	$103 000	$115 000
Staff pensions & insurance	12 800	13 000	15 000
Sabbatical Leave fund	20 000	20 000	20 000
Bulletin & Newsletter	26 000	27 000	28 000
Office:			
Tenancy	$ 11 600	$ 11 600	$ 11 600
Supplies	7 000	8 000	9 000
Equipment	4 000	5 000	4 000
Depreciation (equipment)	1 500	1 500	2 000
Telephone	2 000	3 000	3 000
Committees:			
Executive Committee	$ 20 000	$ 12 000	$ 15 000
A.F. & T. Committee	8 000	9 000	10 000
Other Committees (travel)	3 000	5 000	7 500
Council:			
Meeting facilities	$ 3 000	$ 4 500	$ 5 000
Travel Subsidy	6 000	6 000	6 000
National Office Staff Travel	$ 4 000	$ 6 000	$ 7 000
Conferences, fees, sundries	6 500	6 500	7 500
J. H. Stewart Reid Fund	1 500	1 500	1 500
Assistance to Regional groups	28 000	30 500	40 000
Defence fund replenishment	4 000	4 000	5 000
	$268 900	$277 100	$312 100
	$ 10 100	$ 7 400	$ 17 900

Report on Salary Increases
Correction

In the Report on Salary Increases (Bulletin, Spring 1970, p. 58) the increase in overall average salary for Mt. Allison University was incorrectly stated as $313 or 2.8 percent in Tables 1 and 2. As a result the summaries shown in Tables 3 and 4 contained significant errors.

The correct figures for the increase in overall average salary at Mt. Allison are $1639 or 14.9 percent.

The last column of Table 3, showing median and quartile increases in average salaries, 1968-69 to 1969-70, should be corrected to read:

	Overall Average	
	($000)	(Percent)
Upper Quartile	1.3	9.9
Median	1.0	8.2
Lower Quartile	0.8	5.8

The corrected version of Table 4 is shown below:

Distribution of Universities by Percentage Increase in Overall Average Salary and Region

% Increase in Overall Average Salary	Region	Atlantic	Quebec	Ontario	Prairie & B.C.
3% - 6%		4	1	2	2
6% - 9%		1	2	6	5
9% - 12%		2	2	5	2
12% - 15%		1	0	1	0
15% - 18%		0	0	1	0

G. Rosenbluth (Chairman)
Economic Benefits Committee

DOCUMENTS

THE CONSTITUTION OF THE CANADIAN ASSOCIATION OF UNIVERSITY TEACHERS

The original draft of the C.A.U.T. Constitution was adopted at the Annual Meeting of the Association June, 1952. Since then a new version was adopted by the Council in June 1960 and subsequently amended six times. This new completely revised version of the Constitution was adopted by the Council at the Spring Meeting, May 22-23, 1970.

Name :

1. The name of the Association is the Canadian Association of University Teachers.

Objects :

2. The objects of the Association are to promote the interests of teachers and researchers in Canadian universities and colleges, to advance the standards of their profession, and to seek to improve the quality of higher education in Canada.

Composition :

3. The Association is a federation of those faculty associations of degree-granting institutions of higher education in Canada which are admitted to membership in C.A.U.T. as provided for by Article 18(a) of this Constitution.

Membership :

4. *Ordinary Membership :* Individuals become ordinary members of C.A.U.T. by virtue of their membership in a member faculty association and upon payment of the appropriate fees.

5. *Honorary Membership :* Persons who have made notable contributions in their fields or in serving the objectives of the Association may be admitted to honorary membership as provided for in Article 18(d) of this Constitution.

6. *Associate Membership :* Persons who are: (a) university teachers on the faculty of a university or college where there is no member faculty association; (b) former university teachers; (c) university teachers in other countries who are members of their national faculty association; and (d) professors visiting from a foreign

country; may be admitted to Associate Membership as provided for in Article 18(e) of this Constitution.

Council :

7. The Council of the Association is composed of: (a) the President, or his delegate, of each of the member faculty associations, and (b) the following officers of C.A.U.T.:

   Past-President
   President
   Vice-President
   Treasurer
   Six other members of the Executive Committee
   Executive Secretary

8. A member faculty association which is also a member of a provincial or regional group recognized by the Council may, at its discretion, delegate its Council seat to that group.

9. A member faculty association which has decided to delegate its representation on Council to a provincial or regional group, or to regain direct representation, must so notify the Executive Secretary in writing not less than two months before the meeting of Council at which the decision is to take effect. The Executive Secretary must in turn notify the other members of Council.

10. Notwithstanding any other provisions of this Constitution, no one who is not a member of the Association is eligible to represent a member faculty association on the Council.

11. The Council is charged with conducting the affairs of the Association.

12. The Council shall meet at least twice a year normally each Spring and Fall. The time and place of meetings shall be determined by the Executive Committee.

13. A majority of the Presidents of the member associations may convene a meeting of the Council by giving at least one month's notice in writing to the members of the Council.

14. The Executive Committee shall give the Presidents of the member associations at least one month's notice of the two statutory meetings of the Council, and at least two weeks' notice of any additional meetings.

15. Voting rights at Council meetings shall be accorded in proportion to membership of the member associations, in accordance with the By-laws of the Association.

16. Unless otherwise stated herein, all matters shall be decided by a majority of the votes cast at a meeting of the Council.

17. A quorum of the Council is a majority of the members of the Council.

18. The Council may:

    (a) admit to membership in the Council such faculty associations at Canadian universities and colleges, according to the By-laws, as the Council may determine by a two-thirds majority of the votes cast at a meeting of the Council;

    (b) appoint standing and *ad hoc* committees as it may in its discretion determine;

    (c) levy on the members of the Association such dues and other assessments as the Council may determine, and as provided for in the By-laws, by a two-thirds majority of the votes cast at a meeting of the Council;

    (d) admit to Honorary Membership the persons referred to in Article 5 above;

    (e) admit to Associate Membership the persons referred to in Article 6 above, and levy on Associate Members an annual fee as prescribed in the By-laws;

    (f) suspend or terminate the membership of a member faculty association, in accordance with the By-laws, by a two-thirds majority of votes cast at a meeting of the Council;

    (g) elect its officers and Executive Committee, as provided for in the By-laws;

    (h) do such other things as the Council considers necessary or expedient to advance the objects of the Association.

19. The Council may adopt By-laws at any of its meetings by a simple majority of the votes cast.

20. The Council shall report to the membership on its activities, as provided for in the By-laws.

21. Any individual member may attend meetings of the Council as an observer, and may request Council for permission to address it, but may not vote. *

22. Any member may make representations to the Executive Committee at any time respecting matters relating to the objects of the Association.

Officers :

23. The Officers of the Association, who shall also be the members of the Executive Committee, shall be the following:

(a) *President,* who shall preside at meetings of Council and of the Executive Committee, and who shall assume such further duties as may be assigned by Council, by the Executive Committee, or as specified by the By-laws.

(b) *Vice-President,* who shall preside in the absence of the President at meetings of Council and of the Executive Committee, and who shall assume such further duties as may be assigned by Council, by the Executive Committee, or as specified by the By-laws.

(c) *Past-President,* who shall serve as Chairman of the Nominating Committee for the annual elections for officers of the Association, and who shall assume such further duties as may be assigned by Council, the Executive Committee, or as specified by the By-laws.

(d) *Treasurer,* who shall serve as Chairman of the Finance Committee, and shall submit to the first meeting of the Council after the fiscal year end a balance sheet as at the end of the immediately preceding fiscal year, and an audited statement of revenue and expenditures for such fiscal year, and who shall assume such further duties as may be assigned by Council, the Executive Committee, or as specified by the By-laws.

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* The Executive Committee recommends that Article 21 of the C.A.U.T. Constitution be amended at the Fall Council meeting by the addition of the words:

"He may however be excluded by a simple majority of votes cast."

The amended Article 21 would then read as follows:

Any individual member may attend meetings of the Council as an observer, and may request Council for permission to address it, but may not vote; he may however be excluded by a simple majority of votes cast.

(e) Six other members of the Executive Committee, who shall serve for two years, and who shall be elected according to the provisions of the By-laws.

24. The officers of the Association shall be elected in accordance with the procedures specified in the By-laws. The Executive Committee shall have the power to fill a vacancy that arises in the Committee during a term of office.

25. Any ordinary member of the Association is eligible for election to the Executive Committee.

26. No one shall serve in any combination of offices on the Executive Committee for a period in excess of six years.

27. The Executive Committee shall meet at least twice a year immediately prior to the meetings of the Council, and may meet at such other times and places as the President may determine.

28. The President shall give the members of the Executive Committee at least one month's notice of all meetings except in cases of emergency.

29. The Executive Committee is charged with conducting the affairs of the Association between meetings of the Council, and is responsible to the Council.

30. Committees shall report to the Executive Committee at least once a year and at such other times as may be requested by the Executive Committee.

31. The Executive Committee may by mail or otherwise confer with and ballot the members of the Council, and between meetings of the Council the President may act on such ballot in the interests of the Association.

32. The Executive Committee shall report to all meetings of the Council, and shall ordinarily forward all reports of committees to the Council.

Central Office :

33. The Executive Secretary and Associate Executive Secretaries of the Association are under the direction of the Executive Committee, except as provided by resolutions of the Council.

34. The Executive Secretary and Associate Executive Secretaries are *ex officio* members of the Association.

35. The Central Office of the Association shall be maintained in Ottawa.

Fiscal Year :

36. The Fiscal Year of the Association ends on 30 June.

Accounts and Audits :

37. The books of account shall be audited annually, and the reports of the auditors shall be submitted to the first regular meeting of the Council after the fiscal year end.

Constitution :

38. All questions affecting the interpretation of the provisions of this Constitution shall be decided by the Council and such decisions shall be final and binding.

39. This Constitution may be amended by a two-thirds majority of the votes cast at a meeting of Council, provided that at least four months' notice of amendment is given to the members of the Council.

23 May 1970.

BY-LAWS

These By-laws were adopted by the C.A.U.T. Council, May 22, 1970.

SECTIONS I. By-laws
II. Affiliation and Disaffiliation of Member Associations
III. Election of Officers
IV. Voting in Council
V. Committees
VI. Reporting of Council to Membership
VII. Dues and Finances
VIII. Central Office

SECTION I By-laws

1.1 All previous By-laws of the Association are repealed as from the date of the adoption of the present set of By-laws.

1.2 The Council may amend these By-laws at any meeting by a simple majority of the votes cast.

SECTION II Membership of Faculty Associations

2.1 Applications of faculty associations for membership in the Association may be brought to any regular meeting of Council by the Executive Committee, and shall require a two-thirds majority vote of Council for approval.

2.2 Recommendation of a faculty association for membership by the Executive Committee shall be based on the following criteria:

(a) there shall be a formal application from the faculty association for membership, based on a formal motion adopted at a general meeting of the faculty association, or by referendum, by the majority of the members of the faculty association requesting membership;

(b) the formal application shall be accompanied by or include the following information:

(i) a copy of the constitution of the faculty association;

(ii) total number of full-time faculty eligible for membership in the faculty association;

(iii) number of full-time faculty presently belonging to the faculty association;

(iv) number of members of the faculty association who have indicated by formal vote or referendum their willingness to become members of the Association and to pay the membership fees;

(c) upon receipt of the formal application, the Executive Secretary, in consultation with the Executive Committee, shall appoint an *ad hoc* visiting committee, which will prepare a report for the Executive Committee;

(d) the visiting committee, and subsequently the Executive Committee, will base their recommendation on these two major considerations:

(i) *Nature of Institution :* The institution shall be a degree-granting university or college of sound academic program, incorporating acceptable terms and conditions of faculty appointment, and having proper provisions respecting academic freedom;

(ii) *Nature of faculty association :* The faculty association should be governed by a constitution which includes regulations on membership in the Association consistent with the objects of the Association, and should give evidence of sound and vigorous involvement in university activities; normally more than 50% of eligible full-time faculty members must have expressed their intention to join this Association through their local faculty association.

2.3 Faculty associations at federated or affiliated colleges or at other institutions not exercising degree-granting powers are not generally eligible for membership in the Association. In considering possible exceptions, the factors deemed relevant will include the following: whether the institution has its own governing board and administration; whether the institution appoints faculty separately; whether the institution has a geographically separate campus; whether the institution has an independent faculty association.

2.4 The Council may by a two-thirds majority vote, and on recommendation of the Executive Committee, terminate the membership of a faculty association in the Association under certain circumstances which shall include the following:

(a) non-payment of fees and assessments for a two-year period;

(b) failure to provide for proper representation at meetings of Council for a two-year period;

(c) adoption of a constitution or of local practices or actions which in the judgment of Council are contrary to the objects of the Association;

(d) reduction in faculty association membership below the 50% of eligible full-time faculty judged minimal for membership.

SECTION III Election of Officers

3.1 Elections for Association officers shall be conducted annually, at the time of the Spring Council meeting.

3.2 The Nominating Committee, under the chairmanship of the Past-President, shall prepare a slate of nominees, in excess of the number of vacancies to be filled, having due regard for the desirability of balanced representation for the various regions and types of institution within the Association.

3.3 Additional nominations for Association officers may be made by voting members of Council.

3.4 Effective with the adoption of these by-laws, there shall be an election for the six members at large of the Executive Committee. Those three receiving the highest number of votes will serve two-year terms; the three receiving the next highest number of votes will serve one-year terms. In ensuing elections three members at large shall be elected annually for a two-year term.

3.5 The newly elected Executive will assume office at the termination of the Council meeting at which they are elected.

SECTION IV Voting in Council

4.1 A procedural motion for weighted voting on any question before the Council other than the election of officers, supported by one-third of the members present and voting, shall carry.

4.2 The official delegate of each member association shall then be granted a bloc vote based on the declared Association membership in his association as of the month preceding the meeting of Council.

4.3 Bloc votes shall be weighted in accordance with the following formula:

1st 200 Association members	1 vote
201 - 600 Association members	2 votes
601 - 1200 Association members	3 votes
1201 - 2400 Association members	4 votes

SECTION V Committees

5.1 In addition to the Executive Committee, as provided for in the Constitution, there shall be the following standing committees of the Association:

(a) Committee on Academic Freedom and Tenure,

(b) Nominating Committee, of which the Past-President is *ex officio* chairman,

(c) Finance Committee, of which the Treasurer is *ex officio* chairman,

(d) Economic Benefits Committee.

5.2 Either the Council or its Executive Committee may establish such other committees as may seem necessary to further the objectives of the Association.

5.3 Unless Council specifies otherwise, members of both the standing and all *ad hoc* committees shall be named by the Executive Committee, who may delegate its authority in this matter.

SECTION VI Reporting of Council to Membership

6.1 The Council shall report to the membership on its activities through distribution to the member faculty associations of minutes of its meetings, reports of its committees, and through such other procedures as the Council or its Executive Committee may from time to time specify.

6.2 The Annual Reports of the President and of the Executive Secretary shall be published in the *C.A.U.T. Bulletin* in the first issue following the presentation of these reports to Council.

SECTION VII Dues and Finances

7.1 Faculty associations becoming members of the Association at the Fall meeting of Council are to be assessed one-half year's fees, and those becoming members at the Spring meeting of Council are to be assessed for the coming fiscal year.

7.2 Fees payable to the Association by member faculty associations are deemed due and payable at the commencement of the fiscal period of the Association for the membership of that year. Member faculty associations should be encouraged to collect fees by a system of payroll deduction and those on such a system are, as far as practicable, to remit membership fees on a monthly basis during the fiscal year, with a final instalment to be remitted in the last month of the fiscal year.

7.3 Revisions in the basic formula covering Association membership fees shall be approved at the Spring meeting of Council and go into effect at the beginning of the second fiscal year following such approval.

7.4 Faculty members admitted to Associate Membership under the provisions of Article 18(e) of the Constitution shall be assessed an annual fee of $10.

7.5 Member faculty associations are entitled to receive from the Association for each Council meeting such portion of the travel expenses of the official delegate as exceeds 50¢ for each member of the faculty at that university who is eligible for membership in the Association. Travel expenses are defined as economy air fare, a $20 per diem allowance, plus a mileage allowance of 10¢ per mile where the nearest airport is further than 25 miles from that member's university.

7.6 The signing officers for the Association shall be the Executive Secretary, the senior Associate Executive Secretary, and the President, two signatures being required on all cheques in excess of $500.

7.7 The Association shall carry bonding on all persons authorized as signing officers.

7.8 The Association shall carry travel insurance covering all members of the Council, the Executive Committee, and all other Association committees when travelling on Association business.

7.9 Annual budget estimates shall be presented by the Treasurer for approval to the Executive Committee, at its meeting immediately preceding the Spring meeting of Council and thence to Council at the Spring meeting. These estimates will be reviewed at such times as is judged desirable by the Treasurer throughout the year.

7.10 A Special Reserve Fund shall be established in the amount of $15,000, to be known as the Academic Freedom Defense Fund. Payments from this Fund must be recommended by the Committee on Academic Freedom and Tenure and authorized by a committee consisting of the President, Executive Secretary and Treasurer. Not more than $5,000 is to be spent from this Fund on any one case without special authorization by the Executive Committee. The Fund shall be replenished at the beginning of each fiscal year by the amount expended during the preceding year and this amount will be charged as an expense against income for the current fiscal year.

SECTION VIII Central Office

8.1 Salaries of full-time professional staff shall be reviewed annually by the Executive Committee and revised on the basis of the established salary scales for professorial ranks in Central Canada.

8.2 Salaries of non-professional staff shall be reviewed annually by the Executive Secretary and the Treasurer.

8.3 All appointments to the professional staff shall be regarded as term appointments, for a specified term, and shall be eligible for terminal leave as specified in the terms of appointment.

8.4 A Special Reserve Fund shall be established to be known as the Terminal Leave Fund, proceeds from which are to be used as required in accordance with the provisions for terminal leave applicable to members of the full-time professional staff of the Association.

23 May 1970.

LES STATUTS DE L'ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ

C'est à la réunion annuelle de l'Association canadienne en juin 1952 qu'on adopta les premiers statuts de l'A.C.P.U. Une seconde version fut approuvée par le Conseil en juin 1960 et par la suite amendée six fois. Cette version entièrement refondue des Statuts fut ratifiée par le Conseil lors de la réunion du printemps, les 22 et 23 mai 1970.

Nom :

1. Le nom de l'association est « Association canadienne des professeurs d'université ».

Objectifs :

2. L'Association se fixe comme objectifs la protection des intérêts des professeurs et chercheurs des universités et collèges canadiens, l'amélioration du degré d'excellence de la profession et le développement de la qualité de l'enseignement supérieur au Canada.

Nature :

3. L'Association canadienne est une fédération d'associations de professeurs des établissements d'enseignement supérieur du Canada, habilités à décerner des diplômes universitaires. L'affiliation d'une association de professeurs à l'Association canadienne est prévue à l'article 18(a) de ces statuts.

Membres :

4. *Membres réguliers :* une personne devient membre régulier de l'Association canadienne en vertu de son appartenance à une association de professeurs affiliée à l'Association canadienne et par le versement de la cotisation.

5. *Membres honoraires :* toute personne qui s'est signalée par une contribution dans son propre domaine ou par la promotion des objectifs de l'Association canadienne est admissible comme membre (honoraire) selon les prévisions de l'article 18(d).

6. *Membres associés :* toute personne qui est: a) membre du corps professoral d'une université ou d'un collège n'ayant pas une association de professeurs affiliée à l'Association canadienne; b) un ancien membre du corps professoral d'une université ou d'un collège; c) un

professeur invité, en provenance de l'étranger; est admissible comme membre associé selon les prévisions de l'article 18(e) de ces statuts.

Conseil :

7. Le Conseil de l'Association se compose: (a) du président de chaque association de professeurs affiliée, ou de son délégué, et (b) des membres de l'Association assumant les fonctions suivantes:

   (i) le président sortant,

   (ii) le président,

   (iii) le vice-président,

   (iv) le trésorier,

   (v) les six autres membres du Bureau de direction,

   (vi) le secrétaire général.

8. Une association de professeurs affiliée, membre d'un organisme provincial ou régional reconnu par le Conseil, peut, si elle le juge à propos, déléguer à cet organisme son siège au Conseil.

9. Une association de professeurs affiliée qui choisit de déléguer à un organisme provincial ou régional son droit de représentation directe au Conseil ou qui décide de recouvrer ce droit doit en informer par écrit le secrétaire général au moins deux mois avant la réunion du Conseil à laquelle cette décision entre en vigueur. Le secrétaire doit en aviser à son tour les autres membres du Conseil.

10. En dépit de toutes autres mesures contenues dans ces statuts, nul autre qu'un membre de l'Association n'est autorisé à représenter au Conseil une association de professeurs affiliée.

11. Le Conseil est responsable de la conduite des affaires de l'Association.

12. Le Conseil se réunit au moins deux fois par année, ordinairement au printemps et à l'automne. La date et l'endroit des réunions sont déterminés par le Bureau de direction.

13. Les présidents des associations affiliées peuvent, après une décision majoritaire, convoquer une réunion du Conseil en circulant, avec au moins un mois de préavis, une convocation écrite aux membres du Conseil.

14. Le Bureau de direction accordera, aux présidents des associations affiliées, un délai de préavis d'au moins un mois avant la tenue des deux réunions régulières du Conseil et un délai de préavis d'au moins deux semaines avant la tenue de toute réunion extraordinaire du Conseil.

15. L'exercice du droit de vote sera établi au prorata des membres d'une association des professeurs affiliée, conformément aux règlements de l'Association.

16. A moins qu'il ne soit prévu autrement, l'adoption de toute question mise aux voix requiert la majorité absolue des membres du Conseil présents.

17. Le quorum au Conseil est atteint avec la majorité absolue des membres du Conseil.

18. Le Conseil peut:

    (a) admettre comme membre du Conseil par un vote majoritaire des deux tiers des membres du Conseil présents à une réunion du Conseil toute association de professeurs des universités et collèges du Canada, conformément aux règlements de l'Association;

    (b) établir les comités permanents et les comités « ad hoc » qui lui semblent nécessaires;

    (c) imposer aux membres de l'Association les cotisations et autres obligations avec l'approbation majoritaire des deux tiers des membres du Conseil présents à une réunion du Conseil, conformément aux règlements de l'Association;

    (d) admettre à titre de membre honoraire de l'Association toute personne à laquelle s'applique l'article 5 ci-dessus;

    (e) admettre à titre de membre associé toute personne à laquelle s'applique l'article 6 ci-dessus, et imposer aux membres associés une cotisation annuelle selon que le prescrivent les règlements;

    (f) suspendre ou terminer l'affiliation d'une association par un vote majoritaire des deux tiers des membres du Conseil présents à une réunion du Conseil, conformément aux règlements de l'Association;

(g) élire les directeurs et les membres du Bureau de direction, conformément aux règlements de l'Association;

(h) entreprendre toute autre affaire que le Conseil juge expédiente ou nécessaire pour parfaire les objectifs de l'Association.

19. Le Conseil peut adopter des règlements à toute réunion du Conseil par un vote à majorité absolue.

20. Le Conseil doit faire rapport de ses activités à tous les membres, conformément aux règlements.

21. Tout membre régulier de l'Association peut assister aux réunions du Conseil, en tant qu'observateur et peut demander au Conseil l'autorisation de s'adresser aux membres, mais n'a pas le droit de vote *.

22. Tout membre peut, en tout temps, faire au Bureau de direction des représentations relatives aux questions qui se rapportent aux objectifs de l'Association.

Membres directeurs :

23. Le Bureau de direction de l'Association qui tient lieu également de comité exécutif regroupe les membres suivants:

(a) le *président* qui préside les réunions du Conseil et du Bureau de direction et qui assume toute autre fonction qui pourrait lui être assignée par le Conseil, le Bureau de direction ou être prévue par les règlements;

(b) le *vice-président* qui préside en l'absence du président les réunions du Conseil et du Bureau de direction et qui assume toute autre fonction qui pourrait lui être assignée par le Conseil, le Bureau de direction ou être prévue par les règlements;

(c) le *président sortant* qui remplit la fonction de président du comité des nominations au moment de l'élection annuelle des

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* Le Bureau de direction propose que l'article 21 des statuts de l'A.C.P.U. soit amendé lors de la prochaine réunion du Conseil et qu'on ajoute la phrase suivante:

« Il peut toutefois être exclu par un vote à majorité simple. »

L'article 21 amendé se lirait donc comme suit:

Tout membre régulier de l'Association peut assister aux réunions du Conseil, en tant qu'observateur et peut demander au Conseil l'autorisation de s'adresser aux membres, mais n'a pas le droit de vote. Il peut toutefois être exclu par un vote à majorité simple.

directeurs de l'Association et qui assume toute autre fonction qui pourrait lui être assignée par le Conseil, le Bureau de direction ou être prévue par les règlements;

(d) le *trésorier* qui soumet, lors de la première réunion du Conseil suivant la fin de l'exercice financier, un bilan de comptabilité correspondant à la fin du précédent exercice financier et un relevé vérifié des revenus et dépenses du précédent exercice financier; et qui assume toute autre fonction qui pourrait lui être assignée par le Conseil, le Bureau de direction ou être prévue par les règlements;

(e) *six autres membres* du Bureau de direction qui sont élus pour un terme de deux années, conformément aux prévisions des règlements.

24. Les directeurs de l'Association sont élus chaque année par le Conseil, sauf ceux des six membres du Bureau dont le mandat de deux années ne serait pas complété. Le Bureau de direction est autorisé à combler une vacance qui survient au cours de la durée des fonctions d'un directeur du Bureau.

25. Tout membre régulier de l'Association est éligible au Bureau de direction.

26. Aucun membre ne peut cumuler différentes fonctions au sein du Bureau de direction pour une période excédant six années.

27. Le Bureau de direction doit se réunir au moins deux fois par année, immédiatement avant les réunions du Conseil. Le président peut, à sa discrétion, convoquer une réunion du Bureau de direction en tous autres temps et lieu.

28. Le président doit accorder aux directeurs un délai de préavis d'au moins un mois avant la tenue d'une réunion du Bureau de direction, sauf en cas d'urgence.

29. Le Bureau de direction est responsable de la conduite des affaires de l'Association entre les réunions du Conseil et doit rendre compte de son activité au Conseil.

30. Les comités doivent faire rapport au Bureau de direction au moins une fois par année et en toute autre occasion que le Bureau de direction peut déterminer.

31. Le Bureau de direction, par courrier ou autrement, peut consulter les membres du Conseil et demander le vote. Entre les réunions du Conseil, le président, tenant compte des résultats de cette consultation, peut agir dans les intérêts de l'Association.

32. Le Bureau de direction doit soumettre un rapport de ses activités à chacune des réunions du Conseil et ordinairement doit transmettre au Conseil tous les rapports des comités.

Secrétariat :

33. Le secrétaire général et les secrétaires généraux adjoints de l'Association reçoivent leurs directives du Bureau de direction, sauf dans les cas prévus par résolution du Conseil.

34. Le secrétaire général et les secrétaires généraux adjoints sont d'office membres de l'Association.

35. Le secrétariat de l'Association est établi à Ottawa.

Exercice financier :

36. L'exercice financier de l'Association se termine le trente (30) juin.

État financier et vérification (relevé des comptes et vérification) :

37. Les registres de comptabilité doivent être vérifiés chaque année et les rapports des vérificateurs comptables doivent être soumis au Conseil lors de la première réunion suivant la fin de l'exercice financier.

Statuts :

38. L'interprétation des dispositions des statuts relève du Conseil et les décisions du Conseil doivent être considérées comme définitives et exécutoires.

39. Ces statuts peuvent être amendés par vote majoritaire des membres du Conseil présents à une réunion du Conseil, pourvu que l'avis de l'amendement ait été circulé aux présidents des associations affiliées avec un délai de préavis d'au moins quatre mois.

Le 23 mai, 1970.

RÈGLEMENTS

Ces règlements ont été approuvés par le Conseil de l'A.C.P.U., le 22 mai 1970.

SECTIONS

I. Règlements

II. Affiliation et désaffiliation des associations membres

III. Élection des membres du Bureau de direction

IV. Scrutin au Conseil

V. Comités

VI. Rapport du Conseil aux membres

VII. Allocation de voyage

VIII. Cotisations et finances

SECTION I Règlements

1.1 L'adoption des présents règlements annule tout autre règlement antérieur de l'Association.

1.2 Le Conseil peut à toute réunion amender ces règlements par un vote à majorité absolue.

SECTION II Affiliation des associations de professeurs

2.1 Toute demande d'affiliation d'une association de professeurs à l'Association canadienne doit être soumise au Conseil par le Bureau de direction et exige une majorité des deux tiers des membres du Conseil présents pour approbation.

2.2 Toute recommandation du Bureau de direction en vue de l'affiliation d'une association de professeurs doit s'appuyer sur les conditions suivantes:

(a) l'association des professeurs doit soumettre une demande d'affiliation en bonne et due forme, appuyée sur une motion formelle adoptée par la majorité des membres de l'association des professeurs désirant l'affiliation;

(b) cette demande en bonne et due forme doit être accompagnée ou inclure les renseignements suivants:

(i) une copie des statuts de l'association des professeurs;

(ii) le nombre de tous les membres du corps professoral à plein temps susceptibles de devenir membres de l'association des professeurs;

(iii) le nombre des membres du corps professoral à plein temps actuellement membres de l'association des professeurs;

(iv) le nombre des membres de l'association des professeurs qui ont, par vote ou référendum, manifesté leur désir d'appartenir à l'association canadienne et de verser les cotisations qu'exige la qualité de membre;

(c) dès la réception de cette demande, le secrétaire général, de concert avec le Bureau de direction, constitue un comité *ad hoc* qui, à la suite d'une visite d'inspection, soumet un rapport officiel au Bureau de direction;

(d) le comité en visite d'inspection, et par la suite le Bureau de direction, appuient leurs recommandations sur les critères suivants:

(i) *le caractère de l'établissement :* l'établissement doit être habilité à décerner des diplômes universitaires, offrir un programme d'études solide, garantir des clauses et des conditions d'emploi acceptables et prévoir les mesures nécessaires pour assurer l'exercice de la liberté universitaire.

(ii) *l'état de l'association des professeurs :* l'association des professeurs doit être réglée par des statuts dont les prescriptions ayant trait aux membres de l'association sont conformes aux objectifs de l'Association canadienne et doit fournir des preuves d'un engagement vigoureux et efficace dans les activités de l'université; normalement, plus de 50% des membres du corps professoral à plein temps doivent avoir exprimé leur intention d'adhérer à l'Association canadienne par le truchement de leur association locale.

2.3 Les associations de professeurs des collèges fédérés ou affiliés ou de tout autre établissement qui n'est pas habilité à décerner des diplômes universitaires ne sont ordinairement pas admissibles à l'Association canadienne. En considérant une possibilité d'exception on doit porter une attention particulière aux facteurs suivants: l'autonomie

de la direction et de l'administration de l'université; l'indépendance dans la nomination des membres du corps professoral; la proximité géographique des institutions constituantes et l'autonomie de l'association des professeurs.

2.4 Le Conseil peut, par la majorité des deux tiers des votes des membres et sur recommandation du Bureau de direction, désaffilier une association de sa qualité de membre de l'Association canadienne, dans certaines circonstances qui doivent inclure les suivantes:

(a) la cessation pour une période de deux années des versements de cotisations et obligations;

(b) absence de représentation officielle aux réunions du Conseil pour une période de deux années;

(c) l'adoption de statuts ou la pratique d'usages qui, de l'avis du Conseil sont contraires aux objectifs de l'Association;

(d) diminution, parmi les membres du corps professoral susceptibles de devenir membres de l'Association canadienne, à moins de 50%, le minimum requis pour l'affiliation.

SECTION III Élection des directeurs

3.1 Les élections des directeurs de l'Association doivent se tenir annuellement, au moment de la réunion du Conseil du printemps.

3.2 Le comité des nominations, sous la présidence du président sortant, doit présenter une liste provisoire de candidats excédant le nombre de postes vacants à pourvoir. On doit être particulièrement attentif à assurer un équilibre dans la représentation des diverses régions et des genres d'établissements au sein de l'Association.

3.3 Des nominations additionnelles aux fonctions de directeurs peuvent être faites lors de la réunion du Conseil du printemps par tout membre du Conseil votant.

3.4 Dès la première réunion du Conseil suivant l'adoption de ces règlements on doit procéder à l'élection des six membres conseillers du Bureau de direction. Les trois qui reçoivent le plus de suffrages servent pour une durée de deux années; les trois autres servent pour une durée d'une année. Dans les élections subséquentes, trois conseillers sont élus annuellement pour une durée de deux années.

3.5 Le Bureau de direction nouvellement élu entre en fonction avec la levée de la réunion du Conseil où il a été élu.

SECTION IV Modalités du vote au Conseil

4.1 Le président du Conseil doit accepter une motion pour un vote au prorata sur toute question déposée devant le Conseil pourvu que cette motion soit appuyée par un tiers des membres du Conseil présents et ayant le droit de vote.

4.2 Au délégué officiel de chaque association affiliée est accordé un droit de vote représentatif calculé au prorata des membres de l'Association canadienne enregistrés dans l'association locale le mois précédant la réunion du Conseil.

4.3 Le vote représentatif est pondéré selon la formule suivante:

les premiers 200 membres de l'Association canadienne	1 voix
de 201 à 600 membres	2 voix
de 601 à 1,200 membres	3 voix
de 1,201 à 2,400 membres	4 voix

SECTION V Comités

5.1 En plus du Bureau de direction, le comité exécutif, tel que prévu par les statuts, il y a les comités permanents de l'Association:

(a) le comité de la liberté universitaire et de la permanence de l'emploi

(b) le comité des nominations

(c) le comité des finances

(d) le comité des avantages économiques

5.2 Soit le Conseil, soit le Bureau de direction sont autorisés à instituer tout comité qui est jugé nécessaire pour promouvoir les objectifs de l'Association.

5.3 A moins que le Conseil ne décide autrement, les membres de tous les comités, soit permanents, soit *ad hoc* doivent être nommés par le Bureau de direction, qui peut sur ce point déléguer son autorité au secrétaire général de l'Association.

SECTION VI Rapport du Conseil aux membres

6.1 Le Conseil doit faire rapport aux membres sur ses activités par la distribution à toutes les associations affiliées du procès-verbal des réunions avec les rapports des comités, et par le truchement de tout autre moyen que le Conseil ou le Bureau de direction peuvent à l'occasion juger opportun.

6.2 Les rapports annuels du président et du secrétaire général sont publiés dans la première livraison du *Bulletin de l'A.C.P.U.* suivant la soumission des rapports au Conseil.

SECTION VII Cotisations et finances

7.1 Les associations qui s'affilient à l'Association canadienne à la réunion du Conseil d'automne ne sont tenues à cotiser que pour la moitié de l'année financière en cours et celles qui deviennent affiliées à la réunion du Conseil du printemps ne sont tenues à cotiser qu'avec le début de l'année financière suivante.

7.2 Les cotisations payables à l'Association canadienne sont considérées comme dues et payables par les membres de l'Association dès le début de la nouvelle année financière de l'Association. Les associations affiliées sont encouragées à percevoir les cotisations par le moyen d'une déduction à la source et, où ce procédé est adopté, de répartir le montant dû à l'Association canadienne en versements mensuels pendant toute l'année financière, avec un dernier versement correspondant au dernier mois de l'exercice financier.

7.3 Les révisions de la formule de base servant à la stratification des cotisations des membres de l'Association sont approuvées lors de la réunion du Conseil du printemps et prennent effet au début du second exercice financier suivant l'adoption de cette mesure.

7.4 Les professeurs admis comme membres associés selon les prévisions de l'article 18 (e) devront verser une cotisation annuelle de $10.

7.5 Les associations affiliées ont droit de réclamer de l'Association canadienne pour chaque réunion du Conseil une indemnité de voyage du délégué officiel équivalant à toute somme excédant $0.50 pour chaque membre du corps professoral susceptible de devenir membre de l'Association canadienne. Par frais de voyage on entend le voyage par avion, tarif économique, une indemnité de séjour de $20.00

par jour en plus d'une indemnité de déplacement de $0.10 du mille là où l'aéroport le plus proche ou le lieu de la réunion du Conseil est à plus de 25 milles de distance de l'université.

7.6 Les signataires pour l'Association canadienne sont le secrétaire général, le premier secrétaire général adjoint et le président. Tout chèque excédant $500.00 exige deux signatures.

7.7 L'Association doit cautionner toute personne habilitée à signer en son nom.

7.8 L'Association doit garantir à tout membre du Bureau de direction, du Conseil et de tout comité de l'Association une assurance contre les accidents en cours de voyage pour tout déplacement effectué au profit de l'Association.

7.9 Les prévisions budgétaires pour l'exercice financier sont soumises par le trésorier pour l'approbation du Bureau de direction lors de la réunion du Bureau qui précède immédiatement la réunion du Conseil du printemps et par la suite à cette même réunion du Conseil. Ces prévisions peuvent au besoin être sujettes à révision par le trésorier tout au long de l'année financière.

7.10 Un fonds de réserve spécial de $15,000.00 est institué et est désigné sous le nom de Fonds de réserve pour la défense de la liberté universitaire. Tout décaissement de ce fonds ne peut se faire que sur la recommandation du comité de la liberté universitaire et de la permanence de l'emploi et avec l'autorisation du président, du secrétaire général et du trésorier. Tout décaissement excédant $5,000.00 exige l'autorisation expresse du Bureau de direction. Au début de chaque nouvel exercice financier on doit combler ce fonds par un montant correspondant aux dépenses encourues l'année précédente. Cette somme est comptée comme dépense et déduite des revenus de l'exercice financier en cours.

SECTION VIII Secrétariat (siège social) permanent

8.1 Les traitements du personnel administratif à plein temps doivent être soumis à une révision annuelle par le Bureau de direction et rajustés sur la base de l'échelle des traitements selon le rang professoral reconnue dans la région centrale du Canada.

8.2 Les traitements du personnel auxiliaire doivent être soumis à une révision annuelle par le secrétaire général et le trésorier.

8.3 Toute fonction d'un membre administratif du secrétariat doit être considérée comme temporaire, d'une durée déterminée, et tel que défini dans les clauses de l'entente, le membre administratif est susceptible de recevoir un congé terminal.

8.4 Un fonds de réserve spécial est institué et est désigné sous le nom de Fonds pour congé terminal. Ce fonds est à la disposition (du Bureau) en vue de pourvoir, tel qu'entendu, au congé terminal des membres à plein temps du personnel administratif de l'Association canadienne.

Le 23 mai, 1970.

THE CONFERENCE ON THE ROLE OF C.A.U.T.

From July 9 to 12, eighteen colleagues from across Canada came together under the sponsorship of the C.A.U.T. for a four-day conference on the role of the Association. Behind this pooling of information and experience was the desire to take stock of the road travelled and of the way ahead: in a word, to debate the kind of commitment and priorities the C.A.U.T. should establish for the next few years.

Organized by the Executive Secretary, the conference brought together some former Presidents, Gideon Rosenbluth, Brough Macpherson and Willard Allen; members of the present Executive, Charles Bigelow from O.C.U.F.A. and André Côté from F.A.P.U.Q.; the former Executive Secretary, Percy Smith; Archie Malloch, Chairman of the A.F. & T. Committee; John Gallagher of Regina and Dick Hinners of Loyola, and members of the Central Office. The list of topics ranged from the bread-and-butter issues of our Economic Benefits Committee to the problems the C.A.U.T. will be facing in the rapidly changing Canadian academic scene: the academic freedom of junior faculty and of students, the rise of teachers' unions and collective bargaining agreements, the federal-provincial support of higher education.

The setting was beautiful: an unpolluted lake in the Gatineau Valley and the facilities of the Camp d'été of the University of Ottawa. But good weather for swimming and boating did not distract participants from the morning, afternoon and evening sessions. Dialogue was intense and fruitful, and although it is too soon to be able to indicate all the tangible results of the conference, here are some of its proposals.

1) C.A.U.T. must organize quickly a high-level committee to study and make recommendations on federal-provincial support of higher education, and to analyze and comment on the Rowat-Hurtubise Commission Report on University-Government Relations.

2) C.A.U.T. must undertake a systematic analysis and reportage on regulations governing terms and conditions of employment at member universities.

3) There must increase communication within C.A.U.T. through more frequent Newsletters and other channels. The *C.A.U.T. Bulletin* ought to address itself more dynamically to those issues of urgent concern to professors everywhere: student participation, civil rights, teaching effectiveness, the proper role of the university.

4) C.A.U.T. must encourage and sustain continuing dialogue on provincial and regional needs, differences of viewpoint, areas of common concern.

The final session of the Conference attempted to deal in a systematic way with the issue of priorities. While there was no absolute consensus, there was wide-spread agreement that our top priorities must lie in the areas of Academic Freedom and Tenure; in the stimulation of thought and dialogue on academic issues; in the problems of provincial-federal financing of universities; in sustaining closer relations between C.A.U.T. and member associations; in continuing and improving services involving Economic Benefits.

CORRECTION

The footnote 3 on page 10 of the Spring issue of the *Bulletin* is incorrect and was inserted by the editorial staff without knowledge of the committee. The correct reference is to the "Joint Cost Study" which has not published any report. The editorial staff regrets any inconvenience that this may have caused.

C.A.U.T. PROCEDURES RELATING TO CENSURE

This document is not a policy statement but rather a descriptive statement of standard procedures of C.A.U.T. It was written in response to queries for a clarification of how C.A.U.T. deals with cases which might lead to censure.

The Constitution of the Canadian Association of University Teachers defines the objects of the Association to be "to promote the interests of teachers and researchers in Canadian Universities and Colleges and to advance the standards of the profession." Crucial to those objectives are the protection of academic freedom and tenure, and the guarantee of adequate university government which includes a proper degree of faculty participation.

Members of faculty, whether members of the Association or not, may appeal to the Association when they feel they have been dealt with unfairly by, or have a grievance against, the administration of their college or university. The Central Office and the Committee on Academic Freedom and Tenure undertake to gather information and evidence in order to determine whether there is in fact a legitimate grievance. If there appears to be, the Committee on Academic Freedom and Tenure proceeds to examine the case and to recommend suitable procedures for resolving the dispute. The work of the Association at these stages is conducted privately and with as little publicity as possible.

The Committee may recommend a visit to the University, either by members of the Committee or the Central Office, or by an *ad hoc* investigating committee. If settlement by negotiation proves impossible, the Academic Freedom and Tenure Committee ordinarily attempts to arrange binding arbitration or adjudication. The Committee may prepare a report, or accept the report of the *ad hoc* investigating committee, which will be distributed ordinarily to the complainant(s), the university administration, and the member staff association.

The Committee continues to press for redress of particular wrongs and to assure that proper policies and procedures are effected in order to prevent recurrences or continuations of similar complaints. The Committee will decide at what point the facts of a case might be made public.

If the Academic Freedom and Tenure Committee is convinced that proper steps are not being taken by the university administration to correct abuses in a reasonable period of time, it may recommend through

the Executive Committee to the Council of the C.A.U.T. that the university administration be censured.

Although at first glance it may appear useful, there is in fact little profit in attempting any *a priori* definition of "reasonable period of time." The gravity of the situation, the nature of university governance, the number of persons involved in any given case, as well as other circumstances, might affect any consideration of how much time should be involved in rectifying difficulties or abuses.

In cases involving basic problems of university governance rather than of academic freedom, the appeal for investigation may come from the local Association, and would be dealt with by the Executive Committee rather than by the Academic Freedom and Tenure Committee. A vote of censure would still require approval of the Council, on recommendation of the Executive Committee.

A recommendation on censure is presented to the C.A.U.T. Council with extensive and careful documentation, and with ample provision of time for discussion and debate. Such a recommendation may be part of the agenda of the regular, semi-annual meetings of Council, or may require a special meeting of Council if in the opinion of the Executive Committee more immediate action is required.

A vote of censure by the C.A.U.T. has extremely serious implications for the wider academic community, and indeed for the society served by Canadian universities. Therefore a vote of censure should be given wide publicity. The *C.A.U.T. Bulletin* will publish a full account of the history of the events and the grounds for censure. Prospective candidates for positions at the censured university will be advised in the *Bulletin* to apprise themselves fully of the local situation before accepting employment.

If after a further reasonable period of time has elapsed proper correction of difficulties or abuses has not been accomplished, the C.A.U.T. may as a second step in implementing censure elect to advertise its vote of censure in the following ways:

1) with the Faculty Associations of other countries and in their journals or bulletins,

2) in bulletins or journals in which the censured university is likely to advertise academic vacancies.

It may, further, take the third step of recommending that no member of a faculty association should accept employment with the censured university. The censured university administration will have been warned in advance of these further implementations of a vote of censure.

A vote of censure against a university administration will be reviewed at every Council meeting, and will be lifted by vote of the Council of the C.A.U.T. when it is satisfied that any particular wrong has been redressed and that proper policies and procedures are effected in order to prevent recurrences or continuations of similar complaints.

May 1970.

C.A.U.T. POLICY STATEMENT ON PROBATIONARY APPOINTMENTS

This is an official statement prepared by the Academic Freedom and Tenure Committee of the Association and adopted by the Council in May 1970. These amendments become an integral part of the C.A.U.T. Policy Statement on Academic Appointments and Tenure, revised in November 1969 and published in the C.A.U.T. Bulletin, Winter 1970, vol. 18, no. 2.

I. Present section A.2 to become A.2(a).

II. A new section A.2(b) to read:

The length and conditions of initial and subsequent probationary appointments should be clearly stated in writing. Proper consideration of the renewal of a probationary appointment should be assured through clearly defined and well-publicized procedures. The decision of a department on renewal should be made with proper consultation on a systematic basis, preferably through an elected departmental committee. The faculty member should be advised when a review of his appointment is to take place, and he should be given the opportunity to present written or oral evidence. The candidate should be given reasons in writing for non-renewal if he requests them. It should be understood that such reasons might include consideration of budgetary and departmental needs as well as of the specific qualifications of the individual concerned. Suitable provision for appeal should be available. Normally an appeal from a recommendation of non-renewal should be based either on a failure to follow proper procedures or on evidence of bias or inconsistency in the grounds for the recommendation.

ÉNONCÉ DE PRINCIPES RELATIF AUX NOMINATIONS A L'ESSAI

Cet énoncé officiel a été préparé par le comité de la liberté universitaire et de la permanence de l'emploi et fut approuvé par le Conseil en mai 1970. Ces modifications deviennent partie intégrante de l'Énoncé de principes de l'A.C.P.U. relatif à la nominations des professeurs et à la permanence de l'emploi, amendé en novembre 1969 et publié dans le Bulletin de l'A.C.P.U., Hiver 1970, tome 18, n° 2.

I. La section A.2 devient A.2(a).

II. Ajouter une nouvelle section A.2(b).

La durée et les conditions de toute nomination à l'essai, soit initiale, soit subséquente, doivent être spécifiées clairement par écrit. Une nomination à l'essai doit recevoir toute la considération appropriée en accord avec des procédures clairement définies et ouvertement publiées. La décision d'un département quant au renouvellement doit se prendre après consultation formelle et selon un protocole établi d'avance, de préférence en comité départemental dûment élu. Un membre du corps professoral doit être avisé de la date où son cas sera soumis à révision et doit avoir l'occasion de présenter un témoignage oral ou écrit. Si le candidat l'exige, il est en droit de recevoir par écrit les motifs qui ont justifié la décision de ne pas renouveler. De tels motifs peuvent comprendre des considérations budgétaires et les besoins d'un département tout autant que les qualifications individuelles de la personne concernée. Des mécanismes d'appel acceptables doivent être prévus. Normalement l'appel d'une décision de ne pas renouveler doit se fonder soit sur un manquement aux procédures établies ou sur une preuve évidente de parti pris ou d'inconséquence dans les raisons qui ont motivé la décision.

TENTATIVE C.A.U.T. GUIDELINES ON PROFESSIONAL ETHICS *

Preamble

I. The statement which follows is intended as a set of guidelines on professional ethics for university teachers. It is intended to give direction to faculty members at individual universities where guidelines on professional ethics may be enacted, together with appropriate grievance procedures for dealing with problems which may arise from infractions of these guidelines. C.A.U.T. does not certify individuals as members of the profession, nor can it exclude them; neither has it the power to grant employment or to withhold it. Therefore, implementation of any code on professional ethics must lie with individual colleges and universities.

II. **The University Teacher as Teacher**

1. The first responsibility of the university teacher is the pursuit and dissemination of knowledge and understanding through teaching and research. He must devote his energies conscientiously to develop his scholarly competence and his effectiveness as a teacher.

2. He must be conscientious in the preparation and organization of his subject matter and should revise this periodically in light of developments in his field.

3. He must conscientiously strive to improve his methods of presentation of his subject to his students.

4. He must encourage the free exchange of ideas between himself and his students.

5. He must always be fair to his students. It is unethical for him to exploit the student for his private advantage.

6. He is guilty of unethical conduct if he acts so as to prevent the fulfillment of these responsibilities by himself or by other members of the academic community.

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* These *tentative* guidelines were drafted by members of the Executive and incorporate the substance of the report of the Committee on Professional Ethics. The members of this Committee were Roy E. Watson (Chairman), William H. Shearson, Walter S. Tarnopolsky and A. Lloyd Thompson. Comments of members and other interested persons are invited.

7. He must keep in confidence all information gained about a student, whether concerning his academic progress, his personal life or his political and religious views. Nevertheless, he may reveal information about the academic standing of students in response to a request from a reputable source; [1] he may refer to the student's character only insofar as this is relevant. When acting as a referee, he must strive to be fair and objective.

III. The University Teacher as Scholar

1. All scholarly activity conducted within the university must have as its primary objectives:

i. the increase of knowledge and understanding,

ii. the improvement of the scholarly competence of the teacher, and

iii. insofar as possible, the initiation of students into the academic disciplines.

In view of the first objective, it is essential that the university teacher be free to disseminate the results of his research through publication, lectures and other appropriate means.

2. It is unethical for him to enter into any agreement that infringes his freedom to publish the results of research conducted within the university precincts or under university auspices. Notwithstanding this, he may agree to delay, for a specified period of time, publication of the results of sponsored or contract research, provided that this condition is agreed to by his university. (See Appendix.)

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[1] In the special circumstances where the university teacher is asked for information as part of a security clearance, he should be guided by the policy of C.A.U.T. relating to such circumstances (C.A.U.T. *Bulletin* 16:2 pp. 10-11).

"The C.A.U.T. (a) advises its members that they are not compelled to reply to questions of the R.C.M.P. respecting the political or religious beliefs, activities and associations of colleagues and students;

(b) urges its members not to reply orally to such questions;

(c) urges further that, if any member considers that a reply should be made, it should be given in writing, signed by the member, and dated."

IV. **The University Teacher as Colleague**

1. He has the obligation to defend the right of his colleagues to academic freedom. It is unethical for him to act so as deliberately to infringe that freedom.

2. He should refrain from denigration of the character and competence of his colleagues. Unsolicited professional judgments on the work of his colleagues must only be presented in an appropriate forum.

3. When presenting a professional judgment on a colleague at the request of an appropriate university committee or authority (e.g. a committee dealing with appointments, tenure, dismissal or research grants) he has the obligation both to the colleague and to the university to be fair and objective.

4. It is unethical to fail to respect the confidentiality of information about a colleague gained during participation in the work of committees such as those described in section IV, 3.

5. He has the responsibility to acknowledge in his scholarly lectures and publications academic debts to colleagues and students.

V. **The University Teacher and his University**

1. In accepting a university appointment, he assumes obligations to the university in addition to his primary duties as teacher and scholar. He has the responsibility to participate in the life of the university, in its governance and administration, through membership on committees and organizations at Board, Senate, Faculty and Department levels, provided that this participation is consistent with the discharge of his primary responsibilities and with his own abilities.

2. It is unethical for him to accept an appointment to an administrative position (e.g. department chairman, dean, president) unless he is satisfied that proper consultative procedures, such as those recommended by the Duff-Berdahl report and other relevant C.A.U.T. documents, have been employed in filling the post.

3. He has a responsibility to abide by the rules and regulations established for the orderly conduct of the affairs of the university, provided that these rule and regulations do not infringe the academic freedom of faculty and students or the principles of ethical conduct as set forth in these Guidelines or in codes established by recognized pro-

fessional or academic societies. At the same time, he has a responsibility to seek reforms which would, in his judgment, improve the university.

4. It is unethical to fail to give proper notice of resignation of a faculty appointment, in accordance with the appropriate university regulations, or to accept another position involving conflicting obligations for a period covered under the terms of an existing appointment.

VI. The University Teacher and the Community at Large

1. In his statements outside of the university, he retains the responsibility of seeking the truth and of stating it as he sees it. However, he should make clear that except when specifically authorized to do so, he is acting in his own name and not in the name of the university.

2. When he enters into a special relationship with some sector of the community at large, as when he is engaged as a consultant or when he conducts research under contract, he has a responsibility to ensure that these duties are in no way inconsistent with his primary obligations to the university.

Appendix

Suggested norms for university policy on research and publication.

1. Since the dissemination of knowledge is one of the primary purposes of the university, all research conducted under the auspices of the university should be such that its results are freely publishable. In the case of sponsored (contract) research, the C.A.U.T. suggests that the following qualifications may be appropriate:

(a) In cases where a sponsor may have industrial or commercial rights arising from a research project, the university will accept restrictions on publication of research results for a period not to exceed two years from the date on which the report of the research is transmitted to the sponsor.

(b) In cases where a sponsor wishes to be given the opportunity of publishing the results of research independently of their publication by the university and prior to it, such rights may be given provided that:

1) the university, in any event is free to publish the results within two years of the final report having been submitted to the sponsor;

2) the university's name not be used in connection with the publication by the sponsor of any report that differs substantially from that originally prepared, without the written consent of the university;

3) there be no delay in the presentation of a thesis by a graduate student as a result of the restriction stated in 1) above.

(c) In cases where, by the terms of a contract or grant, the sponsor agrees to provide data essential for the research which at the time they are provided are considered *confidential,* and where the appropriate academic administrator judges the research to be of sufficient importance to warrant partial waiver of the general norms respecting free publication, the university should be prepared to accept the grant or contract for research and to respect confidentiality providing the results of the research may be published without any identifiable reference to the confidential data.

2. As part of its responsibility in matters of research, each university should undertake,

(a) to publish and circulate annually the titles of all research projects conducted under university auspices, with the names of the sponsoring agencies, and

(b) to develop guidelines with respect to the amount of time university teachers may devote to remunerated consultation or research for outside agencies.

23 May 1970.

DIRECTIVES PROVISOIRES EN MATIÈRE DE DÉONTOLOGIE *

Préambule

I. Le document suivant cherche à définir des principes qui pourraient guider les professeurs d'université en matière de déontologie. Plutôt que des directives précises, il s'agit de proposer aux professeurs quelques lignes de conduite que les universités pourront adapter au niveau des différentes institutions conjointement avec des procédures adéquates pour faire face aux problèmes qui résulteraient en raison d'infractions commises contre ces principes. L'A.C.P.U. ne peut prétendre exercer un contrôle sur ses membres comme le font d'autres associations professionnelles. Elle ne peut exclure ses membres. Ni peut-elle prétendre détenir le pouvoir d'accorder un emploi ou de le retirer. Par conséquent toute la responsabilité quant à la mise en application des principes en matière de déontologie réside avec les différents collèges et universités.

II. **Le professeur d'université en tant qu'enseignant**

1. La première responsabilité d'un professeur d'université consiste à poursuivre et à propager, par l'enseignement et la recherche, les connaissances et l'intelligence de celles-ci. Il doit donc consciencieusement vouer ses efforts au développement de ses compétences intellectuelles et de ses talents d'enseignant.

2. Il doit mettre un soin particulier à la préparation et à l'organisation de la matière de son enseignement et reviser périodiquement son sujet à la lumière des nouveaux progrès dans sa discipline.

3. Il doit s'appliquer constamment à améliorer la présentation de son sujet à ses étudiants.

4. Il doit encourager le libre échange de vues entre lui et ses étudiants.

5. Il doit s'efforcer d'être toujours juste avec ses étudiants. Il manque à ses devoirs de professeur en exploitant les étudiants à son propre avantage.

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* Ces directives *provisoires* furent rédigées par quelques membres du Bureau de direction et tiennent compte de la substance du rapport du comité de déontologie. Ce comité se composait des membres suivants: Roy E. Watson (président); William H. Shearson, Walter S. Tarnopolsky et A. Lloyd Thompson. Nous encourageons nos membres et les personnes intéressées à nous adresser leurs commentaires.

6. Un professeur est coupable de conduite non professionnelle s'il se détourne, ou détourne d'autres membres de la communauté universitaire, du plein accomplissement des responsabilités ci-haut énumérées.

7. Il gardera en confidence tout renseignement relatif au progrès intellectuel, à la vie privée ou aux idées politiques et religieuses d'un étudiant. Toutefois, en réponse à une demande provenant d'une source digne de confiance [1], il peut fournir des renseignements au sujet de la situation scolaire des étudiants. Il s'abstiendra de faire allusion au caractère d'un étudiant sauf si cette information s'avère très significative. Appelé à se prononcer sur un cas, il doit s'efforcer d'être juste et objectif.

III. **Le professeur d'université en tant que savant**

1. Toute activité intellectuelle poursuivie au sein d'une université a pour fins principales:

i. le développement des connaissances et de leur intelligence,

ii. l'amélioration des compétences intellectuelles de l'enseignant, et,

iii. compte tenu des possibilités, l'initiation des étudiants aux disciplines universitaires.

En ce qui a trait au premier de ces objectifs, il est essentiel que le professeur d'université jouisse d'une liberté complète afin de propager les résultats de sa recherche dans ses publications, ses cours et par tout autre moyen reconnu.

2. Un professeur d'université manque à ses devoirs en concluant une entente qui limite sa liberté de publier les résultats de recherche poursuivie dans l'enceinte d'une université ou sous les auspices de celle-ci. Nonobstant ceci, il peut accepter de retarder pendant un temps

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[1] Si pour une raison particulière un professeur d'université était approché en vue d'obtenir de l'information relative à des mesures de sécurité, il devrait agir en conformité avec les principes énoncés dans le mémoire de l'A.C.P.U. sur la sécurité nationale et les universités (*Bulletin de l'A.C.P.U.*, tome 16, n° 2, pp. 10-11):

L'A.C.P.U. (a) avertit tous ses membres qu'ils ne sont pas tenus de répondre aux questions de la Gendarmerie Royale du Canada relatives aux croyances politiques ou religieuses, aux activités et groupements de collègues et d'étudiants;

(b) recommande fortement à ses membres de ne pas répondre oralement à de telles questions;

(c) encourage fortement tout membre qui en conscience se croit tenu de donner une réponse de le faire par un écrit signé et daté. (trad. de l'Ed.)

limité la publication des résultats d'une recherche subventionnée ou commanditée. (Voir l'Appendice.)

IV. **Le professeur d'université en tant que collègue**

1. C'est une obligation pour un professeur d'université de défendre le droit de ses collègues à la liberté universitaire. Il manque à ses devoirs s'il agit de sorte à empiéter délibérément sur ce droit.

2. Un professeur d'université devrait s'abstenir de dénigrer ses collègues et leurs compétences intellectuelles. Tout jugement professionnel porté sur le travail d'un collègue et obtenu sans sollicitation doit être soumis en un lieu approprié.

3. Lorsque les autorités de l'université ou un comité universitaire autorisé (v.g. le comité des nominations, le comité de la permanence de l'emploi, le comité d'appel ou d'octrois de recherche) sollicitent qu'un professeur porte un jugement professionnel sur un de ses collègues, le professeur a l'obligation d'être à la fois juste et objectif envers l'université et envers son collègue.

4. Un professeur manque à ses devoirs s'il néglige de sauvegarder le caractère confidentiel de l'information obtenue au sujet d'un collègue à l'occasion de sa participation au travail des comités du genre de ceux susmentionnés, section IV, article 3.

5. Un professeur a l'obligation de reconnaître la contribution intellectuelle qu'auraient apportée ses collègues et étudiants à ses cours magistraux et ses publications.

V. **Le professeur d'université et son université**

1. En acceptant une position dans une université, un professeur assume des responsabilités envers l'université, en plus de ses devoirs premiers à titre de savant et enseignant. Il a l'obligation de participer à la vie de l'université, à sa gouverne et à son administration en tant que membre des différents comités et organismes: Bureau des gouverneurs, Sénat, Faculté et Département. La participation à ces activités doit tenir compte de l'exercice de ses responsabilités premières en tant que professeur et de ses capacités.

2. Un professeur manque à ses devoirs en acceptant une nomination à un poste administratif (v.g. directeur de Département, doyen, recteur) sans s'être assuré au préalable que l'on ait suivi une procédure

convenable de consultation telle que celle recommandée par le rapport Duff-Berdahl et les énoncés de principes de l'A.C.P.U. relatifs à cette question.

3. Un professeur a le devoir de se conformer aux règlements et directives établis pour assurer la bonne marche des affaires de l'université pourvu que ces règlements et directives n'empiètent pas sur les libertés universitaires des étudiants et des enseignants ou n'enfreignent pas les principes déontologiques énoncés dans ce document ainsi que les codes adoptés par d'autres sociétés savantes ou associations professionnelles. Parallèlement, il a la responsabilité de chercher à obtenir les réformes qu'il juge nécessaires pour améliorer la vie de l'université.

4. Un professeur manque à ses devoirs s'il néglige d'accorder un délai de préavis, tel que prévu par les règlements de l'université, avant de remettre sa démission d'une position d'enseignement. Il est également inacceptable d'assumer pendant la durée des fonctions d'une nomination des obligations d'une autre position qui seraient en conflit avec ses responsabilités de professeur.

VI. Le professeur d'université et la société

1. Dans ses affirmations à l'extérieur de l'université, un professeur conserve toujours la responsabilité de chercher la vérité et de l'affirmer telle qu'il la voit. Sauf s'il est pleinement autorisé à le faire, il devrait spécifier sans équivoque qu'il se prononce alors en son nom personnel et n'engage en rien le nom de l'université.

2. Lorsqu'un professeur s'engage à l'égard d'un secteur quelconque de la société ou lorsqu'il est employé à titre de consultant ou directeur de recherche commanditée, il garde toujours le devoir d'agir en sorte que ces fonctions n'entravent en aucune façon ses obligations premières envers l'université.

Appendice

Normes suggérées pour une politique universitaire en matière de recherche et de publication

1. Puisqu'un des objectifs majeurs de l'université est la propagation des connaissances, toute recherche menée sous les auspices d'une université devrait être telle que les résultats en soient publiables. Dans le cas de recherche commanditée, l'A.C.P.U. propose qu'on tienne compte des points suivants:

(a) Dans les cas où l'organisme commanditaire aurait acquis des droits industriels ou commerciaux résultant du projet de recherche, l'université accepte de restreindre son droit à la publication pendant un délai n'excédant pas deux années en date de la remise du rapport à l'organisme en question.

(b) Dans les cas où l'organisme commanditaire désire l'autorisation de publier les résultats de la recherche indépendamment de la publication par l'université et antérieurement à celle-ci, on peut lui céder ce droit pourvu que:

1) l'université demeure parfaitement libre de publier les résultats dans le délai de deux années en date de la remise du rapport;

2) à moins d'une attestation écrite de l'université, l'organisme commanditaire s'engage à ne pas lier le nom de l'université à la publication par lui d'un rapport qui différerait substantiellement du rapport original;

3) que le délai prévu plus haut au n° 1) ne retarde en rien la présentation de la thèse d'un étudiant aux études supérieures.

(c) Dans les cas où, selon les conditions stipulées par le contrat ou la subvention, l'organisme commanditaire accepte de fournir des données essentielles au projet de recherches mais considérées à ce moment comme *confidentielles* et où l'administrateur de l'université juge que le projet de recherche est suffisamment important pour lever les restrictions sur la publication, l'université doit être prête à assumer la subvention ou le contrat de recherche et à respecter le secret pourvu que les résultats puissent être publiés sans référence qui permette d'identifier les données confidentielles.

2. En raison de sa responsabilité en matière de recherche chaque université doit entreprendre:

(a) de publier et de circuler annuellement les titres de tous les projets de recherche qu'elle patronne avec les noms des organismes commanditaires, et

(b) d'établir des directives quant au temps qu'un professeur d'université peut allouer à des fonctions de consultation ou à de la recherche pour des organismes extérieurs.

le 23 mai, 1970.

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ARTICLES

ACADEMIC FREEDOM AND TENURE AND THE C.A.U.T. — THE FIRST TWENTY YEARS

Edward J. Monahan

This year marks the twentieth anniversary of the founding of the Canadian Association of University Teachers. Academic freedom and tenure have been major concerns of the Association from its beginnings. They remain no less so today. However, the practical expressions of this concern within the C.A.U.T. have developed during the past two decades both as the threats to academic freedom have varied in expression and as the strength of the Association and its ability to deal with these threats have developed. The C.A.U.T. is recognized as having had considerable success in defense of academic freedom and tenure in the Canadian university community, but it continues to face major problems in this area, some of which are new or at least significantly different variations of old problems.

I. The Early Years

Although the founders of the C.A.U.T. and those who participated in its early development certainly recognized the importance of protecting the academic freedom of faculty in Canadian universities and of developing proper conditions of tenure, the Association did not immediately become directly involved in matters of academic freedom and tenure either on the level of principles and policy or on the level of grievances. The minutes of the second Annual Membership Meeting in 1952 contain a list of projected activities of the Association and one of these was a proposal to study tenure in Canadian universities. These same minutes also record a suggestion made by the redoubtacle Professor Arthur Lower of Queen's that, "one of the basic activities of the Association must be to keep constantly in view the issue of academic freedom."

However, in the early years of the C.A.U.T. more pressing problems, particularly faculty salaries, preoccupied the members.[1] Speaking of these formative years before the Annual Meeting of the National Con-

[1] In this respect, the early history of the C.A.U.T. is in marked contrast with that of the A.A.U.P., begun some forty years earlier. Similar concerns for raising the standards of the profession, for improving the economic status of its members, and for expanding faculty self-government were present among those who founded the A.A.U.P. But concern for academic freedom and tenure was so strong among U.S. faculty at the time that the first committee established by the new association and the only one struck during the first year of its existence, 1914, was Committee A: On Academic Freedom and

ference of Colleges and Universities (predecessor of the A.U.C.C.) in 1955 the President of the C.A.U.T., Professor Vernon Fowke, put the matter this way:

> "Problems relating to academic freedom and tenure are not unknown in Canada, but it was not any widespread awareness or presentiment of danger in regard to these matters that prompted the first move towards the initiation of the Canadian Association of University Teachers or which sustained it in its early years."

The first record of an appeal to the Association on a matter related to academic freedom or tenure occurs in November 1954. The minutes of the meeting on that date show that, "Council was asked to take action in a matter of an alleged injustice involving the termination of university employment of a former Canadian university teacher." After considerable discussion, Council decided against undertaking any investigation in this case because from the information available it appeared that the difficulties described were more a product of inept administration than a *prime facie* case of substantial injustice. The minute concludes with a suggestion, "that the attention of university administrators be directed to the possibility and serious consequences of misunderstanding in the matter of appointment conditions." There is no record of whether this somewhat equivocally expressed suggestion was acted upon by the C.A.U.T., or, if it was, to what effect. Evidently, these were more benign times than those through which we are passing at present.

A brief general debate on principles of academic freedom and tenure took place two years later, in 1956, when Council was presented with a suggestion from a member at U.B.C. that the Association endorse

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Tenure. Indeed, so strong was the concern of the A.A.U.P. for these matters that the Association's unofficial historian has said that,

> ". . . it would not be a distortion of the truth to say that the A.A.U.P., certainly down to the end of its first four decades, accomplished very little in (other) areas. In 1956, an objective observer would have had to conclude that the A.A.U.P. was Committee A, to all practical and apparent purposes." Walter Metzger, "The Early Years of the A.A.U.P.: Origins of the Association," C.A.U.T. *Bulletin* 14, 1 (December 1965), 20-21. (Reprinted from the A.A.U.P. *Bulletin,* June, 1965.)

By comparison, the early history of the British A.U.T. more closely parallels that of the C.A.U.T. Begun in 1919, the major concerns of the A.U.T. in the early years were economic. Academic freedom and tenure were raised from the beginning as matters of principle, but did not occupy a very prominent place in the actual affairs of the Association in the early days. Tenure, as related to security of employment, became a central issue in the 1920s for the A.U.T., but real involvement in issues affecting academic freedom did not develop before the early 30s. See Harold Perkin, *Key Profession:* The History of the Association of University Teachers. London, Routledge and Kegan Paul, 1969. Chs 2 & 3, pp. 25-90, esp. pp. 81-90.

the A.A.U.P. 1940 *Statement of Principles on Academic Freedom.* Council, however, drew back and no motion was put. By contrast, this same meeting of Council saw the C.A.U.T. endorse a National Salary Scale for faculty.

Academic freedom and tenure matters do not appear again on Council agenda until 1958. The minutes of the June Council meeting that year record "a long and lively discussion (on academic freedom and tenure) . . . during which many views were expressed (and) . . . a general agreement (reached) that the C.A.U.T. should proceed with caution to study this field." A motion to establish a standing committee to maintain a watching brief on academic freedom and tenure policies in Canadian universities and to prepare a record of cases that might warrant discussion by Council was defeated. However, a motion that the C.A.U.T. accept the principle that academic freedom and tenure are its concern and strike a committee "to consider the role that the C.A.U.T. should play in protecting individuals in matters of academic freedom and tenure" was carried.

II. The Establishment of the Committee on Academic Freedom and Tenure

The Report of the C.A.U.T. President to the Annual Meeting in June 1958 contains no reference to academic freedom and tenure. But the hour was growing very near when the Association would be catapaulted into the midst of one of the few controversies to hit the Canadian university scene in the 1950's. In the summer of 1958 the Crowe case broke. When Council established an Ad-Hoc Committee on Academic Freedom and Tenure in the Spring of 1958, it was presumed that there would be time for calm deliberation on this weighty issue. However, in mid-July the Executive of the C.A.U.T. received a request from the Queen's University Faculty Association to investigate the case of Professor Harry Crowe of United College (Winnipeg) whose faculty appointment had been terminated in unusual circumstances.

The Executive responded by establishing a two-man investigating committee. This Committee, composed of Professors Vernon Fowke and Bora Laskin, conducted an enquiry and prepared a report which found that Professor Crowe "had been a victim of injustice, violative of academic freedom and tenure" and urged the Board of Regents of United College to re-instate him at an appropriate rank and salary and with assurances that he would be accorded proper academic freedom and tenure. The report was approved by the C.A.U.T. at the November

1958 meeting of Council and immediately released to Professor Crowe, the board and administration of United College, and the public. Controversy over the Crowe Case continued to rage throughout the 1958-1959 academic year, but the forthright stand of the C.A.U.T. in defense of Professor Crowe solidly established the reputation of the C.A.U.T. as a defender of academic freedom and tenure in the Canadian university. Despite this, however, Professor Crowe was not restored to his academic position at United College and indeed was forced to leave university life for an extended period.

During the year 1958-1959, no doubt impelled by the traumatic events connected with the Crowe Case, the Ad-Hoc Committee on Academic Freedom and Tenure pursued its work. The Report of this Committee was presented to Council in June 1959. It recommended a two-fold role for the C.A.U.T. in matters of academic freedom and tenure:

(a) "to promote the establishment and acceptance by university teachers and administrators of general principles of academic freedom and tenure and of institutional regulations and procedures in keeping with those general principles; and,

(b) "to be prepared to conduct independent investigations of alleged violations of academic freedom or tenure, and to make findings available to the academic community."

Towards the implementation of these objectives, the Committee presented Council with a draft Statement of Principles, patterned after the A.A.U.P. 1940 *Statement* and with a draft set of Investigational Procedures. [2] After some debate these documents were referred back to

[2] The C.A.U.T. *Statement* differs from the A.A.U.P. 1940 *Statement* on two important matters: 1) The A.A.U.P. *Statement* permits limitations on academic freedom "because of religious or other aims of the institution" providing only that these limitations "be stated clearly in writing at the time of the appointment (to faculty)." Although the A.A.U.P. has not amended the 1940 *Statement,* it has recently provided a number of *Interpretive Comments* made "in terms of the experience gained in implementing and applying the Statement over the past thirty years and of adapting it to current needs." One of these Comments states, "Most church-related institutions no longer need or desire the departure from the principle of academic freedom implied in the 1940 *Statement,* and we do not now endorse such a departure." A.A.U.P. *Bulletin* 56, 1 (March, 1970), 28. 2) The A.A.U.P. *Statement* provides a number of interpretative statements concerning academic tenure, among which is one that "the probationary period should not exceed seven years." The C.A.U.T. *Statement* makes no concessions regarding limitations on academic freedom by reason of special institutional objectives and provides no interpretation of its statements on tenure.

member associations for further discussion. Both documents, with some amendments, were approved by Council in November 1959 and thereby became official C.A.U.T. policy. At the same time Council re-constituted the Ad-Hoc Committee as a Standing Committee on Academic Freedom and Tenure. The C.A.U.T. thereby equipped itself with a set of principles and procedures for dealing with problems of academic freedom and tenure and an agency for applying these instruments to individual grievances. [3]

It should be noted that the C.A.U.T. has issued public statements on two occasions on matters affecting academic freedom for faculty at church-related institutions in Canada. When, in 1964, the United Baptist Convention of the Atlantic Provinces passed a resolution recommending that all faculty of Acadia University be required to be practising Christians, the Executive and Finance Committee issued a public statement that the implementation of such a recommendation "would constitute a violation of the intellectual integrity and academic freedom essential to the well-being of the university community and to the common good." The proposal aroused widespread opposition among the members of the Acadia University community and was later withdrawn.

The second occasion was in connection with an appeal received by the Association from a faculty member at Waterloo Lutheran University whose faculty appointment had not been renewed. Although the Association, through the AF&T Committee declined to support the faculty member, it did state that a portion of the University's Statement on Academic Freedom and Tenure, which constituted part of the contract, was unacceptable. The statement, which denied a faculty member the "liberty to attack or in any way disparage the Christian religion" and enjoined that "criticism of Christianity and the Lutheran Church in particular is to be made in a constructive manner for the welfare of Christendom rather than to its detriment" has since been amended.

[3] An interesting footnote involves the relations at this time between the C.A.U.T. and the N.C.C.U. on matters affecting academic freedom and tenure. One of the aims of the Ad Hoc Committee was the preparation of a statement that would be acceptable to N.C.C.U. Because of the Crowe case in the fall of 1958 the N.C.C.U. struck an Ad Hoc Academic Freedom Committee. Apparently it met but once and this briefly over lunch, but it did produce a brief memorandum containing some recommendations. This committee thought that the N.C.C.U. ought to be prepared to offer its services in cases involving academic freedom, but at present it "preferred to recommend a course of procedure rather than try to formulate an elaborate code of academic freedom."

The procedures recommended to deal with cases involved a committee of three: the professor (if he wished) to be represented by the C.A.U.T. or the local branch of this body; the administration by someone nominated by themselves; and the third member the chairman, to be nominated by the Executive of the N.C.C.U.C. Further, although the naming of the Chairman was to be subject to the approval of both parties, if such agreement could not be secured the decision of the Executive of the N.C.C.U.C. should be final. Unsurprisingly, the Council of the C.A.U.T. rejected these proposals. But it did pass a motion that, "the Association should cooperate as closely as possible with the N.C.C.U. in a joint effort to work out a mutually acceptable policy." Today, more than a decade later, this objective remains still unachieved.

The early years of the new AF&T Committee were relatively quiet. Although some thirty individual grievances involving tenure were recorded in the period between 1960 and 1964, none reached the stage of full, formal investigation by the Committee and only four reached the stage of a formal complaint. In summarizing the activities of the Committee in this period, Professor G. Turner, its first chairman, paid generous tribute to the skill of the Association's first Executive Secretary, Professor J. H. Stewart Reid, whose great tact and tireless efforts were recognized as a major factor in resolving grievances short of recourse to formal complaint. These cases were handled without publicity and were practically unknown to the members of the Association, a benefit that is less easily obtained today.

During this period the Committee was steadily growing in maturity and experience without having to face a test of the magnitude of that provoked by the Crowe Case or of the kind presented in some of the larger battles yet to come. A study of tenure provisions, undertaken in a preliminary fashion during the year 1958-1959 as part of the work leading to the formulation of the *Principles and Investigational Procedures*, led to the more careful analyses of tenure in Canadian universities undertaken by Professor Daniel Soberman and M. René Hurtubise itself, along with growing experience derived from its case work with and published in 1965.[4] These were used in turn by the Committee grievances, to formulate and refine the statement that was to become, after approval by Council in 1967, the C.A.U.T. *Policy Statement on Academic Appointments and Tenure.*[5]

III. The Expansion of the AF&T Committee

Concern for grievances that did not directly involve violations of tenure or academic freedom led to the establishment in 1962 of a

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[4] These reports, along with critical comments, were published in the C.A.U.T. *Bulletin*. See "Tenure in Canadian Universities, as Report prepared by Daniel A. Soberman," C.A.U.T. *Bulletin* 13, 3 (March, 1965), 5-36, and René Hurtubise, "La stabilité d'emploi des professeurs d'universités de la province de Québec," C.A.U.T. *Bulletin* 14, 3 (February, 1966), 4-12.
A valuable companion piece is the essay by Bora Laskin, "Some Cases at Law," published as an Appendix in *A Place of Liberty*. Ed. George Whalley. Toronto, Clarke, Irwin and Company Ltd., 1964, pp. 177-194.

[5] This *Policy Statement* has undergone several minor revisions since it was first approved. In the Fall of 1969 Council approved the addition of a section dealing with resort to the courts, a section on suspension, and for clarification changed the title of the section III, D, *Grievances not involving Dismissal or Suspension*. The revised version was published in the C.A.U.T. *Bulletin* 18, 2 (Winter 1970), 12-31, and is available in offprint.
A further revision dealing with non-reappointment of probationary faculty was added by Council in May 1970. For details, see pp. 66-67.

separate Faculty-Administration Relations Committee which was to concern itself with grievances on matters of promotion, teaching assignments, salary increments, and the like. But the task of developing properly the respective jurisdictions of the two committees proved impossible and the newer committee was dissolved in November 1964 in favour of an enlarged AF&T Committee. At the same time a very important modification was made in the terms of reference of this Committee, a modification almost amounting to the creation of a new Academic Freedom and Tenure Committee.

In the beginning the AF&T Committee had concerned itself only with grievances involving alleged violations of tenure. As a result, on a number of occasions the Committee had rejected an appeal for assistance from a faculty member on the ground that since the complainant did not enjoy tenure the Committee was unable to assist him. Gradually, however, it became apparent that a good deal of injustice arose from unsatisfactory regulations respecting probationary appointments and recognition of this led to the decision to expand the jurisdiction of the Committee to include this whole area. To meet this situation, the new Committee received much broader terms of reference, including grievance procedures, problems of appointments, tenure, promotions, harassments and whatever matters related to academic freedom or administrative procedures the Committee might see fit to consider, including the preparation of relevant policy statements for submission to the Executive and Finance Committee.

This decision, taken at a time when Canadian universities were in the midst of an explosive expansion, involving the addition of large numbers of new faculty, many of whom were young, inexperienced and non-tenured, and immediately prior to a period of great unrest in the universities, proved to be a very significant one for the C.A.U.T. From this time on, the relative calm on the academic freedom and tenure front was to become increasingly disturbed as the clamour of complaints rose in both number and intensity.

By the Fall of 1968, the Academic Freedom and Tenure Committee had dealt with almost one hundred individual grievances, three-quarters of which had arisen in the period between 1965 and 1968. Between 1968 and the end of the 1969/70 academic year, this number has nearly doubled again and shows no signs of abating.

IV. Publicity and Censure

As mentioned above, apart from the Crowe case, during the early

years the work of the C.A.U.T. in dealing with individual grievances on matters of academic freedom and tenure was conducted very largely in private. Few persons other than the members of the AF&T Committee and the principals knew what was being done in this area. However, as the climate of "openness" developed in the universities during the mid-sixties and as the number of cases brought to the attention of the Association increased, "the silent service" of the C.A.U.T. perforce became less silent.

This has had both good and bad effects. On the one hand, discrete publicity is an aid in showing members of the C.A.U.T. and of the broader Canadian university community where the Association stands on important issues affecting faculty appointments and tenure. On the other hand, publicity about controverted cases inevitably tends to harden opposing positions and thereby to make further negotiations much more difficult. These problems of publicity are intractible; moreover, are not entirely within the control of the Association. All it can do is maintain its general position that individual grievances are best handled without publicity or with as little publicity as is consistent with the circumstances.

In 1966 a dispute involving decisions not to grant tenure to two members of faculty at the University of Alberta expanded to involve the C.A.U.T. This resulted eventually in the publication of an account of the case in the *C.A.U.T. Bulletin* (February 1967), the first instance of C.A.U.T. publicity since the issuing of the Fowke-Laskin Report on the Crowe Case eight years earlier. A dispute at Victoria University in the same year over a decision not to reappoint a junior member of faculty beyond his initial two-year appointment also led to the involvement of the C.A.U.T., and as a result the Chairman of the AF&T Committee, Professor James Milner, prepared a piece on "Academic Freedom and Tenure in the Young University," that was published first in the *Victoria Times* and later in the C.A.U.T. *Bulletin* (December, 1967). The publication of the first of these reports served to demonstrate the willingness of the C.A.U.T. to become involved in problems concerning the granting of tenure. The report on the Victoria case gave wide publicity to the position of the C.A.U.T., newly developed in the *Guidelines on Academic Appointment and Tenure,* that the Association was prepared to insist that faculty members on limited term appointments whose appointments were not renewed were entitled to a written statement of the reasons for the negative decision, if they wished it. This position of the C.A.U.T. is in marked contrast with that taken

by the A.A.U.P. and remains a matter of some contention in the Canadian university community among both administrators and faculty. [6]

Censure, now recognized as the ultimate C.A.U.T. weapon to be used in defense of the basic principles for which the Association stands, is a recent addition to the armory. There is no recorded case of censure in the first decade and a half of the Association's existence, not even in the Crowe case. Although the Council of the C.A.U.T. formally approved the Fowke-Laskin Report on the Crowe case and authorized its publication, a report that contains a clear judgment that the authorities of United College had violated Professor Crowe's academic freedom and denied his tenure, no motion of censure was ever presented to Council. Later that same year, 1959-60, the Executive of the Association authorized publishing a notice in a journal used by United College to advertize faculty positions, a notice that invited prospective faculty appointees to United College to seek information about the College from the C.A.U.T. before accepting an appointment. This action, one that was severely criticized in some quarters, is of the kind that is today ordinarily associated with the full implementation of C.A.U.T. censure. But the notice was placed only once and the decision to discontinue its publication was certainly not related to any action on the part of the authorities of United College to grant Professor Crowe any redress.

It is noteworthy (some would say ironical) that the only two instances to date in which censure has been invoked by the C.A.U.T. against a university administration or board did not directly involve violations of academic freedom or tenure. The first, against Simon Fraser University in the Spring of 1968, was directed against the Board "for its continued contravention of accepted principles of university government," against the President, "for his continued failure to carry on appropriate administration of the University," and against both Board and President "for their failure to take adequate steps to deal with the situation (of poor administration and internal government) described in the report of the Investigating Committee." The motion of censure received immediate and widespread publicity and its effects were very dramatic. Censure was withdrawn the following Autumn after a second Investigating Committee reported that, "the resolution of censure has served its

[6] The A.A.U.P. is now also moving in this same direction. Committee A of that Association has recently authorized publication for comment of a *Report on Procedural Standards in the Renewal or Non-Renewal of Faculty Appointments* (A.A.U.P. *Bulletin* 56, 1 (March 1970), 21-25) in which it recommends that a faculty member who is not re-appointed should receive, if he requests it, a written statement of the reasons for the negative decision.

purpose, in that it induced an energetic attack on the problems of university government and ensured that the role of the Board was reduced to its appropriate limits, or something near them."

The second censure, voted in March 1969, was directed against the President and Board of Governors of the University of New Brunswick for suspending without stated charges a non-tenured member of faculty. Since the individual declined to participate, no adjudication procedure took place, but the C.A.U.T. succeeded in establishing the point that he was entitled to a hearing.

When the Association undertakes the defense of a faculty member who has been dismissed or suspended or non-reappointed, it is often criticized for its refusal to pass judgment on the propriety of the faculty member's actions or performance. Such criticism, however, fails to recognize the way in which the C.A.U.T. conceives its role in such cases. It is concerned that a faculty member accused of improper or inadequate academic conduct be accorded due process. When due process results in a judgment that a faculty member has acted wrongly and should be dismissed, as happened for example in the case of Professor Stanley Grey at McGill, or that he does not warrant being re-appointed, the C.A.U.T. readily accepts the result.

Since 1968, the C.A.U.T. has received a number of requests that it move to censure university boards and administration. Apart from the two instances cited above and the actions this past year in connection with a case at Loyola College, all such requests have been rejected. As the Association's ultimate sanction, censure deserves to be used only in instances where there is clear evidence of substantial wrong having been done and equally clear evidence of unwillingness on the part of institutional authorities to redress these wrongs.

V. Present Problems

At the present time the C.A.U.T. faces some grave problems affecting its activities in defense of academic freedom and tenure for faculty in Canadian universities. Not least among these is the very heavy and growing case load that threatens at times to overwhelm the professional staff in the Central Office and the Committee on Academic Freedom and Tenure. In part these appeals are a reflection of the growing reputation of the Association in resolving grievances. Mainly they are the result of the unsettled climate in our universities and the continued absence of satisfactory institutional procedures for handling such problems. Since

there does not appear to be any prospect for a substantial improvement in this situation in the near future, some better means will have to be found of dealing with this essential part of C.A.U.T. operations without reducing further the ability of the Association to operate effectively in the many other areas of concern to the Canadian university community. Unfortunately, given the limited resources, no easy solution is possible here.

One of the inevitable results of nearly a decade of rapid expansion in Canadian universities is the larger number of non-tenured faculty members.[7] This, in combination with a growing pool of qualified academics seeking appointments, seems likely to produce a sharp increase in the number of negative decisions on re-appointment and on tenure. Since quite a number of universities still lack satisfactory procedures for reviewing these cases, it is easy to conjecture that there will be a corresponding increase in the number of appeals addressed to the C.A.U.T. Some universities are currently engaged in revising their procedures on these matters and some local faculty associations are improving their abilities to handle grievances at the local level. It is to be hoped that such necessary reforms can be effected generally in time to prevent real chaos. One encouraging sign is the increased incidence during the past year of requests to the C.A.U.T. from senior university administrators for assistance in developing improved procedures. These requests, regularly met with offers of consultation, have sometimes prevented the development of ugly cases.

Although the number of cases involving tenured faculty members continues to be few, there are indications that this may change. With steady pressures to improve standards and the present availability of greater numbers of qualified academics, one may expect to see some instances of dismissal for cause of tenured academics who have failed to retain the respect of their students and academic colleagues. Since tenure was never intended to be a refuge for the incompetent or the irresponsible, one should not fear such actions. But it will be necessary to be satisfied that due process is observed and that "incompetence" is not a mask for other less justifiable reasons for dismissal.

The C.A.U.T. also must continue to refine its approach to the very real problems of protecting the academic freedom of non-tenured

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[7] A survey on tenure in Canadian universities was conducted by the C.A.U.T. during 1969-1970 and a report on the results will be published soon in this *Bulletin*.

faculty, problems that are aggravated in a society undergoing a rapid evolution of mores. It must also improve its ability to deal with the growing trend to have recourse to law in the resolution of academic disputes, and endeavour to educate faculty better on the disadvantages of leaping into litigation; it must continue to re-assess carefully the advantages and disadvantages of arbitration as a means of resolving academic disputes. And finally, the C.A.U.T. must develop adequate alternatives to censure as a means of expressing faculty disapproval of institutions that fail to meet adequate standards of good practice.

All of the experience gained during the past twenty years and more will be needed if the C.A.U.T. is to meet successfully current challenges to academic freedom and tenure. While this experience provides solid grounds for optimism, it is no substitute for continued vigilance and increased competence. *

* Recently the A.U.C.C. has published its *Guidelines on University Organization* which include *Suggestions on Academic Appointments, Promotions, Tenure and Dismissal.* (*University Affairs* 11, 3, March 1970.)

FINANCIAL ACCESSIBILITY TO HIGHER EDUCATION IN CANADA DURING THE 1960'S

E. A. la S. Fisher

Several excellent analyses of the non-financial aspects of accessibility have appeared during the fast few years. [1] It is generally acknowledged that there is an imbalance in university representation between males and females, and among those from differing family backgrounds (e.g. ethnicity, occupation of father, parental education, location of home, number of children in the family, and religious affiliation). The objective of this paper is limited to an analysis of accessibility in terms of parental income. The findings do not invalidate the significance of arguments based on non-financial considerations. However, it is easier to evaluate and counter the financial restrictions to accessibility than the emotionally-loaded and more intangible psychological and social restrictions that have been documented by our social scientists.

This paper analyses financial accessibility as well as readily available data will permit, but not in a theoretically optimal manner. For a more comprehensive study of the theory of measuring financial accessibility the reader should refer to our publication *Federal and Provincial Student Aid in Canada.* [2]

Summary

It is widely believed that children of low income families in Canada are under-represented in our universities and other post-secondary institutions. This belief has grown out of, and been solidified by, repeated pronouncements of student organizations, politicians and the press. But such opinions are only as valid as the facts used to back them up and the logic carrying these facts to concrete conclusions. Unfortunately, many opinions have been based either directly or indirectly on misleading data. Some recent Dominion Bureau of Statistics studies should help put the question of financial accessibility into better perspective. New facts presented in these studies lead to a new set of conclusions:

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[1] John Porter, *The Vertical Mosaic.* Toronto: University of Toronto Press, 1955, Chapter VI, pp. 165-198.
Christopher Jencks and David Riesman, *The Academic Revolution.* New York: Doubleday, 1968, Chapter III, pp. 61-154.
Robert M. Pike, *Accessibility to Higher Education in Canada.* Ottawa: to be published in 1970, by the Association of Universities and Colleges of Canada.

[2] Canada, Dept. of the Secretary of State, *Federal and Provincial Student Aid in Canada, 1966-67 and 1967-68.* Ottawa: Queen's Printer, 1970, Appendix I.

1. That children of families with an income of less than $3,000 were better represented at Canadian universities during the 1960's than previous studies suggest;

2. that accessibility for children of families with an income of $3,000-$10,000 did not increase in relation to size of parents' income;

3. that accessibility for children of families with an income exceeding $10,000 was generally higher than average, but not as high as hitherto believed;

4. that, in terms of parental income, the families with children at Canadian post-secondary institutions are reasonably analogous to all families likely to have children old enough to attend these institutions; and

5. that financial accessibility to Canadian universities has been improving during the 1960's.

Let us examine the new facts which lead us to these conclusions.

Accessibility in 1961-62 **Undergraduates**

The DBS survey of 1961-62 undergraduates produced profiles of the income distribution of students which were compared with the income distribution of taxpayers (see Table 1). [3]

Table 1 — Income Level - Students' Parents and Canadian Taxpayers

Faculty	Less than $3,000	$3,000-4,999	$5,000-5,999	$6,000-7,999	$8,000-9,999	$10,000-14,999	$15,000 or more	Total	Median income
Canada				per cent					$
Arts-Science	10.5	21.0	14.1	17.9	11.3	13.6	11.6	100.0	6,448
Education	21.6	32.5	13.3	13.6	9.4	6.5	3.1	100.0	4,747
Engineering	16.1	28.2	15.0	14.6	10.2	10.9	5.0	100.0	5,379
Law	11.8	15.9	13.1	14.8	10.7	14.7	19.0	100.0	7,151
Medicine	14.0	21.1	11.2	14.7	11.9	12.8	14.3	100.0	6,439
Dentistry	15.0	19.6	17.0	15.1	12.1	14.3	6.9	100.0	5,905
Pharmacy	13.4	33.0	16.5	17.4	10.3	5.6	3.8	100.0	5,217
Classical Colleges	15.7	26.5	14.6	14.3	8.5	9.5	10.9	100.0	5,533
Income tax payers *	*36.5*	*41.7*	*9.4*	*7.1*	*2.3*	*1.8*	*1.2*	*100.0*	*3,646*

* Adapted from 1961 Taxation Statistics, Queen's Printer.

Source: Canada, Dominion Bureau of Statistics, *University Student Expenditure and Income in Canada, 1961-62.* Ottawa: Queen's Printer, 1963, Catalogue No. 81-520.

[3] *Op. cit.,* p. 25.

This table and the text which precedes it in the 1963 DBS publication have convinced many that high-income families are grossly over-represented at Canadian universities at the expense of low-income families. Although text attempts to mitigate the extent of the bias, the message is still strong:

"A better comparison would have been with family income or even for all heads of families, but such comparison was not possible. Even assuming that instead of 36.5% receiving less than $3,000 one read 30%, the relationship would not be changed. Perhaps the most remarkable observation is that between 10% and 22% of students in the selected faculties come from families reporting incomes below $3,000. Some of these, no doubt, were able to attend because of scholarships, fellowships, etc., and others because of good summer jobs.

From 16 to 33% reported family incomes of from $3,000 to $5,000. At the upper levels where 3% of the taxpayers reported incomes of $10,000 and over, one quarter of Arts-Science students reported such family income. Similarly 34% from Law, 27% from Medicine, 21% from Dentistry, 16% from Engineering, 10% from Education and 9% from Pharmacy, all reported family incomes of $10,000 or more. One-fifth of the classical college students reported family income in the same brackets. Considering the income levels used in this study, it would appear that where family income is from $5,000 up, the percentage of youth going on to university is above average for the general population and as income increases the chances of entering university are improved. This is, however, also related to choice of faculty with Law and Medicine showing the steepest rise." [4]

However, there are two big weaknesses in the general population data used: first, family income was not used (and this is acknowledged); and secondly, the population was not restricted to families whose head was in the age-group of parents of university students. Recently published data allow us to re-examine 1961-62 accessibility to Canadian universities.

[4] *Op. cit.*, p. 14.

Table 2 — Percentage distribution by income of Canadian population groups, 1961

Population Group	Income level in thousands of dollars <3	3 - 5	5 - 6	6 - 10	10>	TOTAL
			per cent			
1. Income tax payers	36.5	41.7	9.4	9.4	3.0	100
2. Non-farm families	21.9	30.3	15.0	26.2	6.5	100
3. Non-farm unattached individuals and families with head aged 45-54	22.4	28.2	12.4	28.3	8.7	100
4. Non-farm families with head aged 45-54	16.1	28.3	13.5	32.1	10.1	100

Sources: Group 1. Canada, Dominion Bureau of Statistics, *University Student Expenditure and Income in Canada, 1961-1962.* Ottawa: Queen's Printer, 1963, Catalogue No. 81-520.
Groups 2, 3 and 4. Canada, Dominion Bureau of Statistics, *Income Distributions — Incomes of Non-Farm Families and Individuals in Canada, Selected Years 1951-1965.* Ottawa: Queen's Printer, 1969, Catalogue No. 13-529.

In Table 2 the difference between Group 1 and Group 2 is due more to the fact that incomes in Group 2 are for families (rather than individuals) than that they exclude farm incomes. The question of farm incomes will be discussed later. Group 3 shows further increases in income when the population is limited to individuals and families whose head is in the age groupe 45-54.

The fact that parents with children of university age are earning considerably more than either other families or unattached individuals as old as themselves is all too frequently overlooked. The figures for Group 4 in this Table provide striking evidence that this is so.

Of the four population groups analysed in Table 2, Group 4 is the most appropriate to compare with the combined parental income of 1961-62 undergraduates. Table 3 presents the undergraduates data from Table 1 for comparison with Population Group 4.

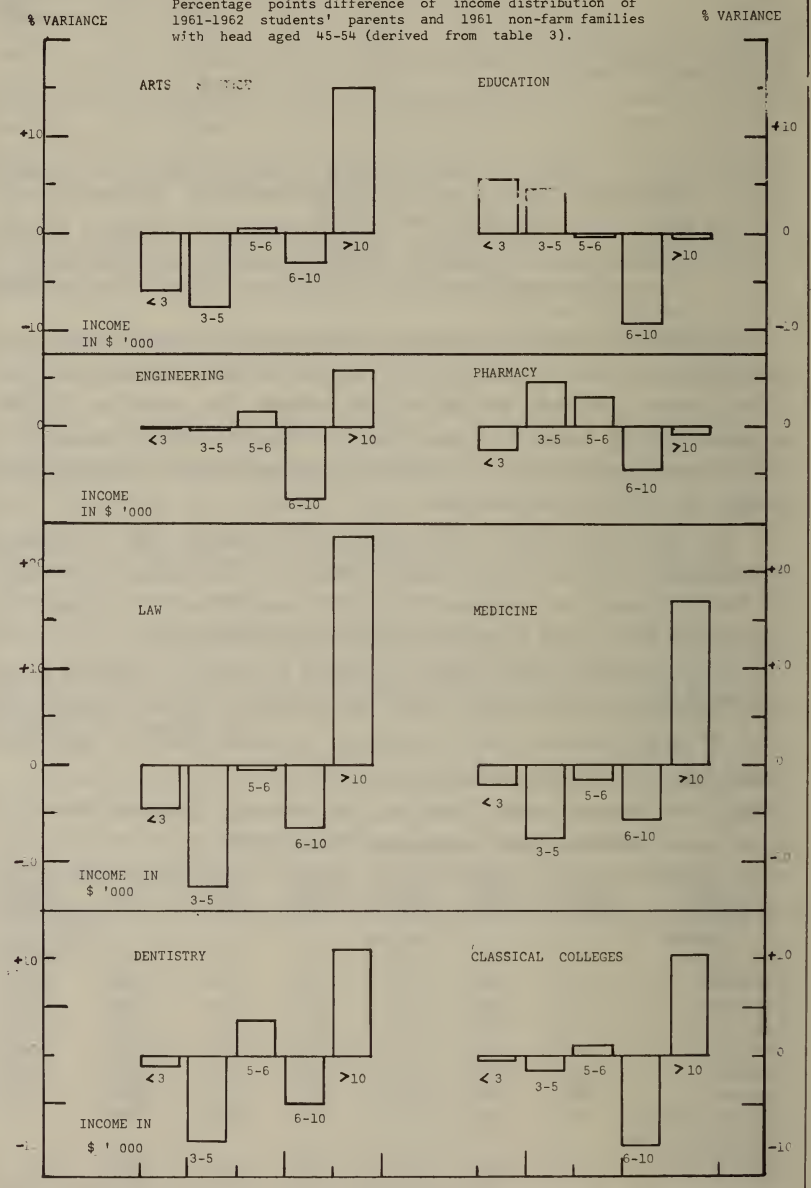
Table 3 — Income Level - Students' Parents and Canadian Non-farm Families with Head aged 45-54, 1961

Faculty	Less than $3,000	$3,000-4,999	$5,000-5,999	$6,000-9,999	$10,000 or more	Total	No. of Students
Canada			per cent				
Arts-Science	10.5	21.0	14.1	29.2	25.2	100.0	55,240
Education	21.6	32.5	13.3	23.0	9.6	100.0	12,996
Engineering	16.1	28.2	15.0	24.8	15.9	100.0	14,631
Law	11.8	15.9	13.1	25.5	33.7	100.0	2,672
Medicine	14.0	21.1	11.2	26.6	27.1	100.0	4,253
Dentistry	15.0	19.6	17.0	27.2	21.2	100.0	1,242
Pharmacy	13.4	33.0	16.5	27.7	9.4	100.0	1,529
Classical Colleges	15.7	26.5	14.6	22.8	20.4	100.0	
Non-farm Families with head aged 45-54 (Group 4)	16.1	28.3	13.5	32.1	10.1	100.0	

FIGURE 1

PROFILES OF ACCESSIBILITY OF 1961-1962 UNDERGRADUATES

Percentage points difference of income distribution of 1961-1962 students' parents and 1961 non-farm families with head aged 45-54 (derived from table 3).



The faculties show the same relative differences, but some faculties (Education and Pharmacy) show under-representation of students whose parents are at the $10,000 plus level and all faculties show under-representation at the $6,000-9,999 level. For students whose parents' income is at the less than $3,000 level Education has 21.6 per cent compared to 16.1 per cent in Group 4. Engineering varies only 0.1 per cent in the first two levels. The greatest divergence occurs in Law (27.7 per cent at the less than $5,000 level, compared to 44.4 per cent in Group 4). Clearly, accessibility to all faculties in 1961 was much better than previously suggested.

Figure 1 is a graphical representation of the over and under-representation implicit in Table 3.

The profiles speak for themselves, but it should be noted that under-representation is greatest in the $3,000-5,000 and $6,000-10,000 intervals, never in the less than $3,000 category.

Graduate Students

In 1964, DBS published a report on 1961-62 Canadian graduate students which contained a table of combined parental income for single and married students. [5] A comparative analysis similar to that made with undergraduates has been repeated with the figures for graduate students and is presented in Table 4 and Figure 2.

Table 4 — Income Level - Graduate Students' Parents and Non-farm Families with Head Aged 45-54

Population Group	less than $3,000	$3,000-4,999	$5,000-5,999	$6,000-6,999	$7,000-9,999	$10,000 or more	Total	% of all graduate students
				per cent				
1. Single graduate students living at home	15.9	27.3	12.4	9.0	14.1	21.3	100	21.6
2. Single graduate students living away from home	22.7	25.3	10.8	9.3	15.1	16.8	100	38.4
3. Married graduate students	28.0	24.5	10.4	6.9	12.8	17.4	100	40.0
4. Non-farm families with head aged 45-54	16.1	28.3	13.5	13.3	18.8	10.1	100	100

Sources: Groups 1, 2 and 3. Canada, Dominion Bureau of Statistics, *University Student Expenditure and Income in Canada, 1961-62*. Ottawa: Queen's Printer, 1964. Catalogue No. 81-521.
Group 4. Canada, Dominion Bureau of Statistics, *Income Distributions — Incomes of Non-Farm Families and Individuals in Canada. Selected Years 1951-65*. Ottawa: Queen's Printer, 1969. Catalogue No. 13-529.

[5] Canada, Dominion Bureau of Statistics, *University Student Expenditure and Income in Canada, 1961-1962*. Ottawa: Queen's Printer, 1964, Catalogue No. 81-521.

FIGURE 2

PROFILES OF ACCESSIBILITY OF 1961-1962 GRADUATE STUDENTS

Percentage points difference of income distribution of 1961-1962 graduate students' parents and 1961 non-farm families with head aged 45-54 (derived from table 4).

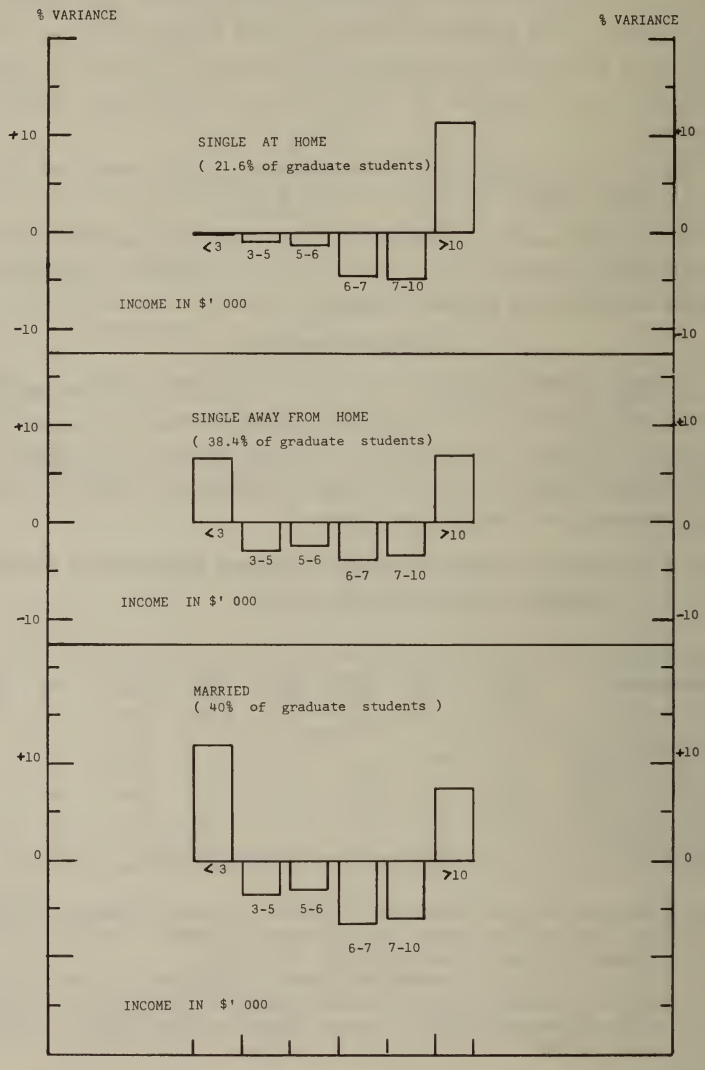


Figure 2 reveals a striking over-representation of graduate students from families earning less than $3,000 or more than $10,000. The differences between the three profiles can be partly explained in terms of age. Only 5.1 per cent of single students living at home were 30 or older, compared to 11 per cent of those living away from home, and 32.1 per cent of the married students. At age 30 most students would no longer rely on any income from their parents. Furthermore a significant proportion of their parents might be retired and therefore living on reduced incomes.

Accessibility in 1964-65

In 1966 the Canadian Union of Students published a survey of 1964-65 predominantly English-speaking undergraduates.[6] The figures which generated the greatest interest and which were regarded by both the author and most readers as the most significant were those comparing undergraduates' parental income with non-farm family income.

While cautioning his readers about five incompatibilities between the two sets of data used, Rabinovitch suggested that if the figures were completely comparable in these five respects the extent of university attendance by children of low-income families would be even less than his figures show to be the case. Recently published DBS data permit evaluation of Rabinovitch's judgment with respect to four of the five factors he mentioned, and re-examination of accessibility in 1964-65 in the light of more relevant population data. The old and new figures are presented in Table 5.

Table 5 — Percentage Distribution by Income of Canadian Population Groups, 1961 and 1965

Population Groups and Years	Income level in thousands of dollars						
	<3	3-5	5-6	6-7	7-10	10>	TOTAL
	per cent or per 95						
1. Parents of undergraduates from mainly English-speaking universities, 1964-65	9	19	13	9	20	25	95
2. Non-farm families, 1961	22.1	32.0	14.9	10.8	14.1	6.1	100
3. Non-farm families, 1965	15.3	20.9	13.2	12.7	23.2	14.6	100
4. Non-farm families with head aged 45-54, 1965	10.8	17.3	11.6	12.1	27.0	21.1	100
5. Families (farm and non-farm) with head aged 45-54, 1965	13.3	17.3	11.4	11.9	26.1	20.1	100
6. Census Families with head aged 45-54, 1965	13.3	18.3	12.4	12.2	25.6	18.4	100

Sources: Groups 1 and 2. Robert Rabinovitch, *An Analysis of the Canadian Post-Secondary Student Population*. Ottawa: Canadian Union of Students, 1966.
Groups 3 and 4. Canada, Dominion Bureau of Statistics, *Income Distributions — Incomes of Non-Farm Families and Individuals in Canada, Selected Years 1951-65*. Ottawa: Queen's Printer, 1969, Catalogue No. 13-529.
Group 5. Canada, Dominion Bureau of Statistics, *Income Distributions by Size in Canada 1965*. Ottawa: Queen's Printer, 1968, Catalogue No. 13-528.
Group 6. Canada, Dominion Bureau of Statistics. Unpublished data from survey of consumer finances, 1966.

The five factors of incompatibility cited by Rabinovitch are now discussed with reference to Table 5.

1. *Different time bases :* Rabinovitch compared 1964-65 students (Group 1) with the 1961 population (Group 2). The 1965 population data (Group 3) is obviously more pertinent and produces evidence of a marked improvement in accessibility.

2. *Age-groupings :* The age of the parents of university undergraduates tends to fall within 40-54. Incomes of this section of the population are considerably higher than those of other age groups. Group 4 shows incomes of families whose head was 45-54, and statistics from elsewhere suggest that the incomes would be even higher if this group were broadened to include families whose head was aged 40-44.

3. *Farm incomes :* Group 5 shows the extent to which distribution of Canada-wide income, including net farm income, differs from Canada-wide non-farm income.

4. *Family income compared to combined income of parents :* The income statistics which correspond most closely to those of the students' parents are presented in Group 6. They still overstate this income slightly because they include income of never-married children living in the same household.

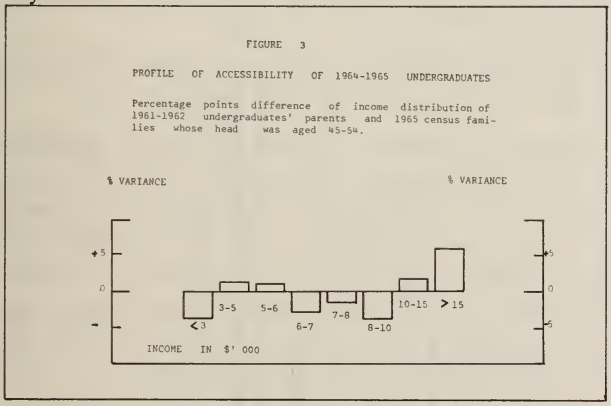
5. *Exclusion of French-speaking universities :* The student population used by Rabinovitch consists mainly of English-speaking students. Other things being equal, one would expect the parental income of all students to be reduced with the addition of data for French-speaking students. Such a reduction might be sufficient to offset the upward distortion caused by using census family income rather than parental income for the total population.

In re-assessing 1964-65 accessibility data, the first step will be to pro-rate the 5 per cent of students whose parents' income is not accounted for. Table 6 presents the income distribution data both before and after proration.

Table 6 — Parents' Combined Income Before Tax, 1964-65 Undergraduates and 1965 Families

Income	Undergraduates		Census Families with head aged 45-54
	Per 95	Per cent	Per cent
LESS THAN $3,000	9	9.5	13.3
$ 3,000-$ 4,999	19	20.0	18.3
$ 5,000-$ 5,999	13	13.7	12.4
$ 6,000-$ 6,999	9	9.5	12.2
$ 7,000-$ 7,999	8	8.4	9.7
$ 8,000-$ 8,999	6	6.3	15.9
$ 9,000-$ 9,999	6	6.3	
$10,000-$14,999	14	14.7	12.9
$15,000 OR MORE	11	11.6	5.5
	95	100	100

The right hand column of Table 6 can now be used in conjunction with the centre column to draw Figure 3, a profile of undergraduate accessibility in 1964-65.



This profile reveals as much under-representation in the $8,000-$10,000 parental income interval as in the less than $3,000 interval. There is still imbalance at the extreme ends of the income scale, but nowhere near the extent suggested by the C.U.S. report. Any biases present in the sampling of either set of data might well account for a considerable proportion of the variance.

Commentators on the C.U.S. report have given exaggerated publicity to its findings, and the general public has become indoctrinated in the belief that the children of the rich are stealing places at university

at the expense of children from low-income families. The pervasiveness of this now obvious exaggeration can be appreciated by referring to the many articles and speeches which have accepted Rabinovitch's original figures without question. In June 1966 the House of Commons was debating the Canada Student Loans Act. On June 13, Mr. Orlikow, N.D.P. member for Winnipeg North, made the following statement:

> The Canadian Union of Students, an organization which represents all university students in Canada, commissioned a survey of the incomes of parents of students attending university at the present time. This survey was sent to all members of Parliament. Arising out of that survey, every member of Parliament was circulated by letter from the Canadian Union of Students, signed by Patricia Horrobin, their associate secretary. I wish to quote a question which Miss Horrobin put to members of Parliament and to which I think the minister ought to give considerable thought. In the letter dated March 28, 1966, she asks the following question:
>
> How long will 6 per cent of Canada's population, those whose annually earn in excess of $10,000, send 25 per cent of all undergraduates to the 46 predominantly English-speaking universities and colleges surveyed by the Canadian Union of Students? And how long will 52 per cent of the population, those who annually earn less than $5,000, provide only a matching 25 per cent of the undergraduate population? [7]

In the light of the data now available, it appears that members of Parliament were misinformed. Presumably many still are.

Shortly after Mr. Orlikow's statement Mrs. Grace McInnis, N.D.P. member for Vancouver-Kingsway, repeated the C.U.S. figures by quoting from a strongly worded article in *The Maritime Co-Operator* of April 15, 1967. [8] This article was reprinted in many publications across Canada, and was cited by Mrs. McInnis as supporting her party's argument for the abolition of fees. Other members of Parliament representing different parties referred to the C.U.S. figures while deploring the underrepresentation of children from low-income families at our universities.

Let us now set the record straight by up-dating Miss Horrobin's letter. The figures in brackets are ones she used. In 1964-65, 18.4 (6) per cent of the Canadian population, those who annually earned in excess of $10,000, sent 26.3 (25) per cent of all undergraduates to the 46 predominantly English-speaking universities and colleges surveyed by the Canadian Union of Students. 31.6 (52) per cent of the population,

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[7] *Hansard,* House of Commons Debates. Ottawa: Queen's Printer 1966, Vol. VI, p. 6310.
[8] *Op. cit.,* pp. 6313-6314.

Table 7 — Combined Parental Income of 1968-69 Post-Secondary Students

Student Group	Parents' Income in Thousands of Dollars												
	<3	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-15	>15	TOTAL	No. of Students	No. of Students not reporting
	per cent												
1. University graduate	15.5	6.7	9.5	8.8	7.6	7.8	4.4	9.1	15.3	15.3	100	19,454	9,936
2. University undergraduate	9.1	5.8	7.8	9.9	9.5	9.4	7.1	8.9	17.9	14.5	100	203,457	41,253
3. Nursing	9.3	8.1	10.7	10.9	12.9	10.9	6.2	8.6	15.4	6.9	100	17,651	4,487
4. Teacher training	14.3	9.5	11.5	12.9	12.5	6.3	7.6	8.1	11.8	5.4	100	16,935	3,568
5. Other post-secondary	11.4	6.9	11.7	14.0	13.3	9.5	6.7	7.9	13.2	5.4	100	56,442	14,061
6. Total post-secondary	10.2	6.4	9.0	10.8	10.4	9.3	6.9	8.7	16.4	12.0	100	313,939	73,305

Table 8 — Income Distributions of Undergraduates' Parents and Selected Family Groups, Various Years

Population Group	Income in Thousands of Dollars							
	<3	3-5	5-6	6-8	8-10	10-15	>15	TOTAL
	per cent							
(a) *Combined parental income, undergraduates*								
1. 1961-62 Arts-Science	10.5	21.0	14.1	17.9	11.3	13.6	11.6	100
2. 1964-65 mainly English-speaking	9.5	20.0	13.7	17.9	12.6	14.7	11.6	100
3. 1968-69 undergraduates *	9.1	13.6	9.9	18.9	16.0	17.9	14.5	100
(b) *Families with head aged 45-54*								
4. 1961 Non-farm	16.1	28.3	13.5	32.1		10.1		100
5. 1965 Non-farm	10.8	17.3	11.6	39.1		21.1		100
6. 1965 Non-farm & farm	13.3	17.3	11.4	21.3	16.7	14.3	5.8	100
7. 1967 Non-farm & farm	8.6	13.4	10.3	19.9	15.8	22.1	10.0	100

* Income scale for 1968-69 students is $1 more than for all other population groups.

Sources: Group 1 — Table 1.
Group 2 — Table 6.
Group 3 — Table 7.
Groups 4 and 5 — *op. cit.*, DBS, *Income Distributions.*
Group 6 — *op. cit.*, DBS, *Income Distributions by Size.*
Group 7 — Canada, Dominion Bureau of Statistics. Unpublished preliminary data from survey of consumer finances, 1968.

those who annually earned less than $5,000, provided a matching 29.5 (25) per cent of the undergraduate population.

Accessibility in 1968-69.

The Dominion Bureau of Statistics conducted a national survey of the 1968-69 post-secondary student population. Income distributions of respondents are presented in Table 7:

Income distribution figures for the corresponding wider population are not yet available, but by comparing figures for the five student groups with those for the total post-secondary population certain differences can be detected in accessibility by study programme. For example, graduate students show the same peaks in the extreme intervals revealed in the study of 1961-62 graduates. University undergraduates, who represent two thirds of the total student body surveyed, reported higher parental income than other student groups. Student nurses show relatively poor representation in the greater than $15,000 interval, and high representation in the intervals from $3,000 to $8,000. As anticipated, teacher trainees show relatively high concentration in the intervals of less than $7,000, and representation in income-levels of more than $9,000 is correspondingly less than other students groups. The income distribution curve of other post-secondary students parallels that of teacher trainees, but is closer to the total post-secondary curve. It is interesting to compare the figures for university undergraduates with those for "other post-secondary students." From $8,000 and up there are proportionally more undergraduates, the surplus being drawn from each interval of less than $8,000.

Accessibility Changes During the 1960's

The three undergraduate groups for which combined parental income distributions are available are listed in Section (a) of Table 8. Section (b) contains two sets of family income data: the first set shows income changes from 1961 to 1965; the second set shows trends since 1965.

The Reliability of Income Data

The DBS surveys of family income are conducted in a highly professional manner. The Bureau's specialists in form design, sampling, data collection and verification have years of experience in their field and their family income data is widely acknowledged as being reliable.

Various sources of income, in addition to wages and salaries, are itemized for respondents to remind them of income they might otherwise overlook when completing their questionnaires. By contrast, when students were asked to report their parents' income, the instructions were much briefer and one would therefore expect them to understate their parents' income.

In the 1968-69 student survey there was a noticeable subsidiary peak of reported incomes in the $9,001-10,000 interval. Reported incomes analyzed in $1,000 intervals rose smoothly to a peak at about $6,000 and then fell less precipitously till $8,000. To smooth out the descent from $8,001 to $11,000 two per cent would have to be deducted from the $9,001-10,000 interval and assigned in equal proportions to the next highest and next lowest intervals. They may be legitimate reasons for the income distribution curve not being relatively smooth, but the subsidiary peak at $9,001-10,000 may also reflect an approximation of two per cent of the returns which were reported at exactly $10,000 by students whose parents were in fact earning anything from $8,000 to $12,000. The two per cent assumed error would not be sufficient to alter the findings of this paper, because intervals have been combined and the net assumed error has thereby been reduced to an insignificant one per cent. One might have expected another concentration at $5,000, but this is not the case.

A more serious cause for concern is the choice of interval itself. The fact that 1968-69 student data is recorded in intervals of one dollar higher than all other data might not seem serious. But the questionnaire asked for total net income before tax (as opposed to specific ranges) and there may have been a significant number of cases where income was approximated to the nearest thousand dollars. For example, it is not known how many of the 4.7 per cent reporting income of $2,001-3,000 reported exactly $3,000, which strictly speaking should have been part of the $3,000-4,999 interval, not part of the "less than $3,000" interval. Obviously the choice of intervals could affect the profiles of financial accessibility.

Table 7 shows that 18.9 per cent of students did not report their parents' income in the 1968-69 survey. It is difficult to say whether those who did not report came from families of higher or lower income. Of the 81.1 per cent who did report their parents' income the accuracy of their figures is unknown, as is the matter of whether they understated or overstated their parents' income. However, the differences by faculty

in the income profiles for 1961-62 (illustrated in Figure 1), correspond fairly closely to differences revealed by socio-economic indicators such as occupation of father and education of parents. The same is true for the differences by study programme for 1968-69 post-secondary students (see Table 7). Another way to measure the reliability of the student data is to examine the figures reported from survey to survey for inconsistencies. The three sets of undergraduate data in Table 8 reveal no contradictory movements over the year; on the contrary, the progression is smooth and consistent with other economic indicators.

While the above observations are not sufficient to allay all fears about the reliability of student reported data, they do suggest that if major biases exist they would have to occur consistently from faculty to faculty, study programme to study programme, and from survey to survey.

The extent of change in accessibility from 1961-62 to 1968-69 can be gauged by comparing changes from year to year in the income distribution of Section (a) (the students' parents) and of Section (b) (the corresponding wider population group). If Section (a) incomes increase faster than those in Section (b), then accessibility is deteriorating; if the reverse is true, then accessibility is improving. Bearing in mind that the figures in Groups 1 and 2 of Table 8 are not for *all* undergraduates (as in Group 3), the students' parental income appears to be increasing at a slower rate than incomes of Groups 4 to 5 and of Groups 6 to 7. It is likely that 1969 incomes will prove to be considerably higher than Group 7 incomes. The data in Table 8 suggest a considerable improvement in accessibility to undergraduate studies from 1961-62 to 1968-69.

VACANCIES
POSTES VACANTS

NOTICE OF POSITIONS VACANT *
ANNONCE DES POSTES VACANTS *

UNIVERSITY OF BRITISH COLUMBIA. Department of Anthropology and Sociology. A vacancy exists for a Pre-historic Archaeologist at Full or Associate level. He or she should be energetic and prepared to be entrepreneurial, trained in and eager to train others in quantitative methods, and capable of supervising archaeological research from the University in British Columbia. Applications and inquiries to the Head, Department of Anthropology and Sociology, U.B.C., Vancouver, Canada.

DALHOUSIE UNIVERSITY. Department of Philosophy. Applications are invited for the position of Chairman of the Department of Philosophy, effective January 1, 1971 at the earliest and July 1, 1971 at the latest. This appointment may be at the Associate Professor or Professor level. The salary, depending upon rank and qualifications, will be $15,000 or upward for Associate Professor and $18,000 or upward for Professor. Enquiries should be addressed to Dean of the Faculty of Arts and Science, Dalhousie University, Halifax, Nova Scotia.

UNIVERSITY OF GUELPH. Department of Entomology and Apiculture — Ontario Agricultural College. Applications are invited for the position of Professor and Chairman of the newly reorganized Department of Entomology and Apiculture. Candidates will be required to hold the Ph.D. degree and be well recognized in the field of research. The appointee will be responsible for the organization and administration of the teaching and research programmes at the under-graduate and graduate levels. Duties will also include liaison with government and industrial agencies. Applications should be made by September 15, 1970, to Dean N. R. Richards, University of Guelph, with *curriculum vitæ,* a list of publications along with two letters of reference. Salary will be commensurate with duties and responsibilities and competitive with similar positions elsewhere.

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MEMORIAL UNIVERSITY OF NEWFOUNDLAND. Department of Psychology. Applications are invited for the position of Chairman of the Department at the rank of Associate or Full Professor. Administrative assistance is provided. Applicants should have a Ph.D. in Psychology, a minimum of five years of teaching experience, and evidence of research productivity. Salary will be negotiable, depending upon the applicant's qualifications and experience. Apply to: Dr. L. Harris, Dean of Arts & Science, Memorial University of Newfoundland, St. John's, Newfoundland.

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Apply: Chairman, Faculty Screening Committee, Department of Philosophy, Simon Fraser University, Burnaby 2, B.C., Canada.

UNIVERSITY OF TORONTO. Faculty of Food Sciences. Applications are invited for the post of Dean. Please submit *curriculum vitæ* and references to Dr. John Hamilton, Vice President, Health Sciences, University of Toronto, Toronto 5, Ontario.

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Department of Chemistry. The Department is seeking to appoint a senior physical chemist in order to strengthen research and teaching at both undergraduate and graduate levels. A strong interest in teaching and an established reputation as an independent research investigator are essential. Preference will be given to candidates whose research interests are related to those already represented in the Department. A four-year Honours programme is offered with possibilities of a specialization in Organic, Inorganic and Physical Chemistry and also in Biochemistry. In addition, an M.Sc. programme (appraised by the Ontario Council on Graduate Studies) is in progress.

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Also in *Biology,* opening for a terrestrial Ecologist able to communicate with students from all faculties concerned with the role of Ecology in society, with particular reference to Central Canada. Teaching experience essential and preference given to applicants at the level of Associate Professor (1970-1971 minimum of $14,000). However, applications are invited at the Assistant Professor level. Appointment effective January 1, 1971 or July 1, 1971. Applications, with *curriculum vitæ* and names of three referees should be made to: Dr. H. B. N. Hynes, Chairman, Department of Biology, University of Waterloo, Waterloo, Ontario.

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Committee on Human Relations Studies. Innovative, interdisciplinary Human Relations Programme unit invites enquiries and applications from social scientists combining scholarly and humanistic/applied interests, professional and research experience in their fields and doctoral qualification. Salaries are competitive and faculty rank is open. Appointments can being e.g. in January or July. Further information may be obtained from and *vitæ* sent to the Chairman, Committee on Human Relations Studies, University of Waterloo, Waterloo, Ontario.

Department of Mechanical Engineering. Assistant Professor required, effective from September 1, 1970, for research and teaching in the field of Numerical Control of Machine Tools and Production Processes. Salary minima: $11,400 with additional allowances for Industrial experience. Applications to: The Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario.

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Faculty of Medicine. Applications are invited for the position of Director of Laboratory Animal Services. Candidates should be licensed or eligible to be licensed to practise veterinary medicine in the province of Ontario; have post-graduate training and experience suitable for an academic appointment and experience including administrative in the field of laboratory animal care. Duties include directing and coordinating the laboratory animal services of the university and participating in teaching and research activities. Salary is commensurate with qualifications. Applications should be submitted to Dr. R. B. Philp, University Council on Animal Care.

Faculty of Music. Applications are invited from candidates who are professionally qualified oboe or string bass performer-teachers. Preference will be given to applicants with advanced degrees and experience The teaching load will be divided between applied music and/or music theory. Rank and salary are commensurate with training and experience. Applications should be sent to Dean Clifford von Kuster, Faculty of Music, The University of Western Ontario, London 72, Ontario.

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ANNONCE DES PROFESSEURS DISPONIBLES **

Box 73. English. Male, 31, ABD (Ph.D. August), American. O'Neill; Modern Drama; Am. Romantic & British Romantic & Victorian Eras; Development of Novel; Special topics. Major interest in interdisciplinary studies and utilizing Russian for research, USSR. Two full years' teaching experience. Available Fall, 1970. Résumé on request.

Box 74. Philosophy. Male, 30, married, no children, immigrant, Ph.D. (Duke), publication, four years' teaching experience, editor *The Journal of Value Inquiry* 1966-68. Desires university teaching post (Assistant Professor) in Philosophy in the area of Contemporary Analytic Philosophy, particularly Philosophy of Action.

Box 75. Education. Canadian, Ph.D., Big Ten University. Training and exprience in administration of educational research and development, and evaluation of professional development programmes. Wish research and development responsibilities and/or lecturing in Educational Research, Measurement, Management Techniques, Administration, Educational Psychology.

Box 76. Philosophy. Male, Ph.D., with family. Post-doctoral studies and research, bilingual, eighteen years' teaching experience, administrative experience. Special interest in Social and Political Philosophy, Philosophy of Science and Technology. Available June 1970.

Box 77. History/International Relations. Male, 30, Canadian, married. Extensive training in Russian and East European area studies. Ph.D. expected next year in Canadian-American relations. Major publication. Some teaching experience. Fields: Canadian (post-Confederation), Modern International Relations, Russian History. Available on short notice.

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Box 79. Molecular Spectroscopy. American, Ph.D. (Physical chem., Math.). Age 38. French speaking. Industrial experience (microwave electronics), postdoctoral, University Professor (doctoral thesis advisor: U.S. and France; teacher: quantum mechanics, molecular structure, solid-state, general physical chem., etc.). Author over 30 articles, book. Seeking professorship French- or English-speaking university, Fall 1970.

Box 80. Clarinetist. Male, 35, married, B.M. degree Manhattan School of Music, N.Y.C. Performance degree Geneva Conservatory. Student of Robert McGinnis, Leon Hoogstoel, and David Weber. Seeking a university position. Can teach most woodwinds, chamber music, single reed making, music appreciation, History, etc. Specialist in performance preparation. Faculty Manhattan School of Music five years.

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Box 83. Philology (Spanish). Ph.D. Roman Philology, University of Salamanca. 4 years' experience (Spain, France and Denmark). Specialization in Spanish Literature and Linguistics. Female, 27, married. Desires teaching and research. Knowledge of English. Available July 1970.

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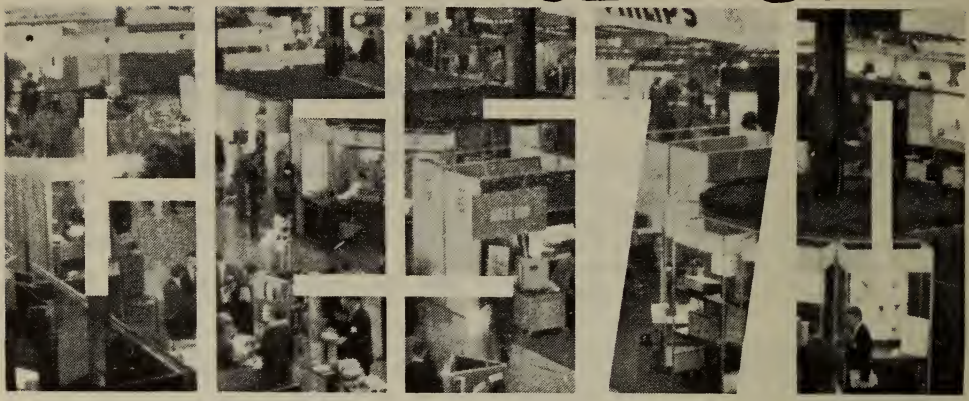

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